DOCUMENT RESUME

ED 036 651 | 08 | VT 010 403

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TITLE	A ONE-WEEK INSTITUTE TO DEVELOP OBJECTIVES AND MODELS FOR A CONTINUOUS EXPLORATORY PROGRAM RELATED TO THE WORLD OF WORK FROM JUNIOR HIGH THROUGH SENIOR HIGH SCHOOL (WEST GEORGIA NATIONAL CONFERENCE, CARROLLTON, SEPTEMBER, 1969). FINAL REPORT.
INSTITUTION	WEST GEORGIA COLL., CARROLLTON.
SPONS AGENCY	OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
BUREAU NO	BR-8-0371
PUB DATE	SEP 69
GRANT	OEG-0-8-080371-3541
NOTE	172P.
EDRS PRICE	EDRS PRICE MF-$0.75 HC-$8.70
DESCRIPTORS	BIBLIOGRAPHIES, CAREER PLANNING, *CLASSROOM GUIDANCE PROGRAMS, *CONFERENCE REPORTS, DIAGRAMS, *MODELS, *SECONDARY SCHOOL STUDENTS, *WORK EXPERIENCE PROGRAMS
IDENTIFIERS	*WEST GEORGIA NATIONAL CONFERENCE

ABSTRACT

THE PURPOSE OF THIS CONFERENCE WAS TO DEVELOP MODELS FOR CONDUCTING SYSTEMATIC AND SEQUENTIAL EXPLORATORY EXPERIENCES FOR JUNIOR AND SENIOR HIGH SCHOOL STUDENTS WHICH WOULD LEAD TO SATISFACTORY JOB PLACEMENT. THE PARTICIPANTS AT THE CONFERENCE TRIED TO IDENTIFY BEHAVIORAL OBJECTIVES EXPECTED OF THE STUDENT AS A RESULT OF THE PROPOSED PROGRAM, DEVELOP A MODEL FOR BOTH LARGE CITY AND RURAL SCHOOLS, AND AID REPRESENTATIVES OF THE VARIOUS STATES IN SETTING UP A PLAN FOR THEIR OWN STATES. TO EVALUATE THE MEETING, A QUESTIONNAIRE WAS ADMINISTERED AT THE END OF THE PROGRAM AND PARTICIPANTS WERE ASKED TO RANK THE IMPORTANCE OF 40 CAREER DEVELOPMENT CONCEPTS. IN ADDITION A FOLLOWUP STUDY WAS CONDUCTED TO MEASURE THE EXTENT TO WHICH THE 13 STATES ACCOMPLISHED THEIR OBJECTIVES. A SCHEDULE OF THE CONFERENCE ACTIVITIES AND A LIST OF THE PARTICIPANTS ARE APPENDED. (BC)

BR 8-0371
PA 08

ED036651

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Project No. 8 - 0371

Grant No. OEG-0-8-08371-3541

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U. S. DEPARTMENT OF
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The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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SECTION I

INTRODUCTION

Summary

For many of our youth the public school system represents a maze which leads nowhere. Many are unable to see a relationship between their current school experiences and some identifiable step beyond school, either work or post-secondary educational opportunities other than college.

Borow (August, 1966) has stated that "rather than broadening students' perceptions and knowledge of the world of work, the school has tended to bring about occupational foreclosure toward the world of work."

The quality and nature of the day-to-day environment of many youth does not provide adequate socialization for entrance into the world of work. Many have limited contacts with the broad range of role models from which they might pattern their behavior and aspirations. The complexities of today's society have served to deny broad exposure to many of today's jobs. Seemingly, the school is the most appropriate agency in our society which can bring to play those experiences necessary to bridge this gap.

In recent years several projects and activities have been undertaken which have had as their major focus the increasing of students' knowledge of and identification with the world of work. Among these has been a series of national conferences in the area of the vocational aspects of guidance. These include the National Conference of Vocational Guidance (1966), National Seminar on Vocational Guidance in the Preparation of Counselors (1967), and Conference on Vocational Aspects of Counselor Education (1965). None of these conferences had as its major focus the development of applicable models for promoting career development which could be implemented in local school systems.

The major purpose of the West Georgia National Conference was to develop preliminary models for conducting systematic and sequential exploratory experiences for students at the junior and senior high school levels, with primary emphasis on those students who will likely seek an entry job placement when they leave high school. Focusing at this level on work-bound students was not to deny the need for experience at the elementary level for the purpose of developing appropriate attitudes toward work on the part of the students. Rather our intent was to take a narrow focus in order to gain a greater perspective regarding the needs of these youth at these levels.

The results of the West Georgia National Conference will be summarized first by presenting some of the general principles that emerged regarding the different models, and second by presenting a capsule description regarding the nature and approach of each of the nine models which were developed.

General Principles

First, in order for work-bound youth to relate to different work roles, to test expectations of self-characteristics in particular work roles, and to differentiate future decisions and alternatives, they must be introduced to activities and approaches which go beyond the traditional vicarious stereotyped approaches of printed material, audio-visual aids, etc.

The models considered at this conference proposed the use of simulated or direct work experiences as a means of assisting students to "experience" what it means to perform a particular work role, with the idea that once the student undergoes this "experience" it will be much easier for him to assess his own feelings and values about performing a particular work role.

Initially, from this "base of experience," the student could examine other types of jobs in our society which offer similar satisfactions and, from this understanding, he could begin to seek out the type of education needed to obtain a particular job.

Second, a merger of the concrete, simulated, or direct work experiences provided in vocational and practical arts education offers a strategy for bringing to the student's awareness level the meaning of certain experiences in terms of greater self-understanding and in terms of relating this self-understanding to vocational education.

Such a merger of guidance and vocational education is necessary because it cannot be assumed that, simply because an individual has had certain experiences and has acquired certain knowledges, he has automatically internalized these experiences and knowledges to come forth with a different and more knowledgeable perception of himself in terms of the world of work. It is at this point that most students' experiences in vocational education terminate.

Not only do youth need appropriate information and experiences, but attention must also be given to the individual's capacity to receive, to process, and to use information in an insightful manner. Too often counselors have failed to realize the frame of reference such experiences provide students as a basis for meaningful counseling. A team approach involving the counselor and other teachers, particularly the industrial arts teacher and the work experience co-ordinator, offers potential for greatly enhancing the career development of some students.

Third, school counselors must consider means that would make maximum use of the school environment and resources, along with those of the community. Too often, counselors, upon completion of a counselor training program, have acquired the impression that one-to-one counseling is the only strategy through which the objectives of the guidance program can be reached. This approach has produced only minimal contact between counselors and students.

Several of the models developed at West Georgia proposed that the counselor spend a considerable amount of time in working with other school personnel to increase their efficiency in career development. These models focus on the counselor's role as being that of a catalyst, organizer, and co-ordinator of all those resources which could be brought to bear to enhance the career development of youth.

Fourth, experiences to promote career development for work-bound youth must be sequential and on an organized basis. Such an effort cannot be a one-shot approach that takes place at the high school level. It is generally too late to become concerned about the student when he reaches the transition from school to work.

Career development must be seen as a continuous process which begins with a broad-base exploratory program at the junior high school level and at each succeeding step provides the student with an opportunity to test different alternatives and gradually narrow down to a decision and a plan of action for his next step beyond the school, as well as assistance in making the transition from school and adjusting to the next step.

The assistance provided the work-bound must be as highly developed as that provided for the college-bound, for the work-bound youth's immediate alternatives are much broader and far more complex. Furthermore, assistance must be extended beyond the point when the individual leaves school. Not only should the student be assisted in obtaining and retaining a job, but he must also be assisted in moving out of the dead-end entry level jobs and up the career ladder.

Models considered at this conference are such that a sequential pattern of movement from the general to the specific might occur from junior high through senior high school.

Description of Models

Year-Long Exploratory Course for Junior High School Students

This would be a full year course that students could take in grades 7, 8, or 9 for the purpose of acquiring a base of experiences for making future educational and occupational decisions. It is proposed that the content of the course be organized around work roles. Students would be given an opportunity through either simulated or direct work experience to try themselves out in a particular work.

Using Roe's (1956) classification system, during the course of a year, students would have had experience in several major occupational roles: (a) service, (b) business, (c) organizational, (d) technology-production, (e) technology-repair, (f) outdoor, (g) science, (h) general culture, and (i) arts and entertainment.

After a student has experienced a particular work role in one of these areas, organized group guidance sessions would follow for the purpose of assisting the students in examining the particular work role in terms of six different dimensions of career development. The dimensions include (a) self-understanding, (b) decision-making process, (c) other related work roles, (d) educational avenues, (e) psychological and sociological meanings of work, and (f) economic and social values of work roles.

Such group guidance sessions would enable students to focus on questions such as: How did I feel about myself while involved in the work role? What are the different jobs in our society which might provide a similar satisfaction? What are the different decisions one would have to make in order to enter a particular job? What educational avenues could prepare one for a particular job? What value does the work role under question have economically as well as socially to our society?

The actual experience of participating in a work role would offer a springboard from which the student could assess himself in relation to the other dimensions of career development. This process would be repeated each time the student experienced a work role.

Such an approach enables the content of such a course to be integrated around a particular work role. It offers a vehicle for the integration of different dimensions of career development around a core of concrete experiences rather than the traditional approach of taking each dimension of career development as a separate entity.

After going through the process for a period of time, it is believed that the student will begin to gain greater insight and knowledge about himself in relation to the other dimensions of career development. The teachers for such a course should possess formal training in vocational development, occupational and educational information, and counseling techniques.

The Full-Time Counselor Who Conducts and Co-ordinates an Exploratory Program in Grades 7, 8, and 9

This model focuses on the counselor utilizing both personal contact with students and environmental manipulation for the purpose of promoting the career development of youth.

Not only would the counselor organize a systematic and developmental program of individual and group activities with students in grades 7, 8, and 9, but he would also serve as a catalyst, organizer, and coordinator in planning a systematic and developmental program of activities that would utilize teachers, the curriculum peer groups, clubs, and community resources for the purpose of promoting career development. This program would need to be planned in such a way that the activities of all those involved are being directed toward common goals.

Maximizing the use of direct and indirect approaches for promoting career development may require counselor education programs to place as much emphasis on environmental strategies as is now being placed on the one-to-one counseling relationship.

The committee identified both knowledge and behavioral objectives for six dimensions of career development. They are: self-understanding, educational avenues, work, economic and social value of work, decision making, and employability skills. Activities for accomplishing each of the objectives were identified at the 7th, 8th and 9th grade levels. Thus, at each level, the student would gain greater insight. The activities were further subdivided into those to be performed by the counselors and those to be performed by others.

The influence of the counselor could be multiplied many times through effective use of community and school environmental settings. Such an approach may serve to make the entire educational program meaningful for students. This approach enables the counselor to choose from the special resources that are available within the school and community. Furthermore, it provides flexibility in dealing with the different sub-populations within the school.

Maximizing the Use of Industrial Arts in Career Development

It is proposed that the middle grades (7, 8 and 9) industrial arts curriculum provide a vehicle, a frame of reference, and a base of experience through which students are able to gain greater self-understanding in relation to manufacturing occupations, provided they are given an opportunity for appropriate reflection.

The middle grades industrial arts curriculum is diversified and offers a variety of experiences in an organized laboratory. Students are provided with basic exploratory experiences in using many of the tools, materials, processes, and products of major industries. Thus, the nature of the industrial arts curriculum offering is such that it provides an opportunity for students to experiment in a variety of simulated work roles.

In order to maximize the use of such experiences for career development, time must be provided for the student to examine the experiences in terms of the several dimensions of career development. This could be accomplished through a team approach involving the counselor and industrial arts teacher. To implement this model would require the identification of activities and approaches to be used by the industrial arts teachers in assisting students to utilize the experiences acquired in the industrial arts course to enhance their career development. In addition, the supportive and resource activities to be performed by the counselor for the industrial arts teacher, as well as specific follow-up activities the counselor will perform with students, must be spelled out.

Work Experience Programs for Career Exploration and for the Development of Employability Skills

This model calls for the use of work experience in conjunction with group and individual counseling at the junior and senior high school levels for the purpose of assisting students in gaining a greater insight into themselves and to develop behavioral patterns appropriate for job success.

The implementation of this program would require the employment of a counseling co-ordinator who has a foundation in guidance and vocational education. This person would be responsible for placing students in a work setting which would be most appropriate for him and for providing, on a systematic basis, group and individual counseling sessions.

Content for such counseling sessions would be the experiences which the students have encountered in their work experience setting. Such an approach should make counseling more effective because it establishes a new reference group and a new setting against which students can check the appropriateness of their perceptions and behavior.

Implementation of such a work experience program can be during the regular school year or during the summer. Work stations can be either within the school or outside the school.

For those youth who are handicapped by attitudes toward work and by perceptions of the work role stemming from their subcultural pattern of life, such a program could provide contact with role models and with environmental experiences. This could provide the basis for a gradual socialization process for such youth.

Using Existing Vocational Programs for Providing Exploratory Experiences

The existing vocational educational curriculum in a school offers an opportunity to many students to test themselves in a particular work role. Such try-out experiences should be provided for students before they are required to make a choice of which vocational curriculum to pursue. In many schools, particularly small high schools, opportunities for such trial exploration are not available. The intent of this model is to utilize the existing vocational curriculum as a medium for providing students with exploratory experiences prior to their entrance into a particular vocational curriculum. It is suggested that such experiences might be provided at the eighth or ninth grade levels.

In order to implement this model, a close working relationship must be initiated between the counselor and vocational teachers to insure that appropriate planning and scheduling are done by all. It is suggested that the program be divided into three phases: Phase I would be referred to as the orientation phase which would be conducted by the counselor and would last for approximately ten hours. A number of vicarious experiences would be used to facilitate the students' understanding of himself and to help him become broadly acquainted with the world of work. Phase II, referred to as the exploration phase, would provide the students with five to ten hours of rotating through each of the vocational offerings for the purpose of becoming more knowledgeable of the occupational area and to actually perform certain tasks for reality testing. Phase III, referred to as the counseling and follow-up stage, would follow after each experience in a particular vocational area in Phase II. Phase III would be for the purpose of assisting the student in reflecting upon his experiences in terms of their meaning to him and to acquire additional knowledge needed regarding the occupational areas through a variety of vicarious activities. Each of these intervals would be from five to ten hours. Such a model could provide students with some basis for making a future educational occupational choice.

A Model for Entry Job Placement and Follow-through for a Single School or for a Multiple School

The job placement models are based on the belief that the school has the responsibility for assisting each youth in preparing for and in successfully implementing his plans beyond school. It is essential that the school accept this responsibility for work-bound youth with the same vigor and energy it has exhibited for college-bound youth. Just think what it might mean to a group of students to know, in reality, that the school is the best place to be in order to get a job! It seems that there is no better way of illustrating than by actually assisting each student to obtain appropriate employment.

Implementation of a job placement and follow-through program within a single school is possible within existing framework and resources of most schools. It will, however, mean a reorganization of the thinking of the currently employed staff to become oriented to job placement of the students in their charge.

It is suggested that a cooperative job placement strategy be initiated in such a manner that teachers and guidance specialists share the responsibilities for providing an organized and systematic job placement program. The teachers provide experiences and activities designed to enable students to cultivate attitudes needed to enter and adjust to the work world, while the guidance specialists coordinate the total job placement effort, provide teachers with leadership, resources, and consultative assistance, and provide the student with counseling and other assistance as needed.

Three sequential steps are suggested for the job placement program: First, preparation for entrance into the world of work, which includes assessments of one's own desires, abilities, etc., and the acquisition of knowledge about occupations and what is expected of a person in a work setting. Second, locating and accepting a job which includes making plans for moving from school to work and for implementing plans as well as contacting potential employers. Third, follow-through personal contact and counseling for students once they are placed on a job, to assist them in retaining the job and for establishing plans for moving up the job ladder. The third step is seen as being significant for many students, particularly for the culturally deprived. Not only do they need assistance in obtaining a job but also in retaining the job.

The model for a job placement program for a single or multiple system which might cut across several systems differs from the model for a single system only in that a central co-ordinating and resource office would be established. Also, the scope of the responsibilities projected include providing continuous job placement assistance to youth and adults.

Functions performed by such an office would have as their major purpose increasing the potential of local school staffs to adequately conduct an effective job placement program, with responsibility for job placement within the school. This office would function as a service and resource center to the surrounding schools for the purpose of (a) gathering and disseminating, (b) doing broad job promotions, (c) doing job clearance, (d) continuing follow-up and evaluation studies, and (e) providing inservice for staff development.

The staff for such a central office could be under the direction of a board of education or under the Department of Labor. The model is based on the belief that it is virtually impossible for a single school to employ the staff necessary to acquire necessary resources for an effective placement program. This concept has considerable merit for rural areas because several school systems could be served by a central office.

Procedure

The conference procedure consisted of providing participants with appropriate theoretical concepts through speakers, consultants and resource materials. Through the involvement of the participants in small groups, i.e. teams, specific objectives and models were developed for establishment of exploratory, work experience, and entry job placement programs. In addition, a team of individuals from selected states was asked to develop a plan for implementing and disseminating specific models in their respective states.

In Section II of this presentation the background papers which were designed to provide general information and objectives of each model developed during the conference will be presented. Detailed in Section III will be the summary of each model while the general conclusions derived from the models and the one-year follow-up of the state teams will be dealt with in Section IV. A conference program, a list of the participants, and the conference evaluation will be presented in Section V.

SECTION II

BACKGROUND

"Exploratory Programs Related to the World of Work at the Junior High School Level --Objectives, Approaches, Activities, and Resources"

Bernard A. Kaplan, New Jersey State Department of Education

Introduction

Jacob Bronowski, in an essay, "The Discovery of Self," written for the APGA booklet, Man and the Emerging Self (1968), wrote:

> A boy does not merely grow up into a man: he imagines himself into manhood--into the man he wants to be ... A child becomes an adult in society thus, not, as a kitten becomes a cat, by necessity, but by the aspirations of his imagination. They uncover for him, and in turn, he discovers the self that he wants to be.

Most guidance people would agree that one of their major goals for the youth of today is facilitating the "aspirations of the imagination" so that each student can discover both his present and future self. Such a venture, however, is deceptively simple, for today's world is a complex one, becoming increasingly more so. The entire occupational spectrum, in tune with the times, is changing drastically, rapidly, and continually.

Present guidance thinking embraces the concept of vocational development, rather than sporadic vocational choice. While vocational development implies a continuous development from early childhood throughout adolescence and into adulthood, this paper will seek to concentrate on appropriate experiences the counselor and his fellow educators can introduce at the junior high school years to enrich the "aspirations of the imagination" in the vocational-occupational sense.

Unfortunately, research on vocational development at the junior high level has been severely limited. However, Super's findings (1967) for this age group are especially revealing and helpful. Super concluded on the basis of his extensive study of ninth grade boys and their vocational maturity that "... typical ninth grade boys, in a typical small city high school, with a typical guidance program, were at a state of vocational development which is characterized by readiness to consider problems of prevocational and vocational choice, but also by a general lack of readiness to make vocational choices. Ninth graders are clearly in an exploratory stage, not a decision-making stage of vocational development... Ninth graders are ready to look into things, to try themselves out, but have not yet developed to a point at which it is reasonable or desirable to expect them to commit themselves to a vocation."

The exploratory stage, then, will be what concerns us as we contemplate the design and planning of appropriate programs related to the world of work at the junior high school level.

A few preliminary statements concerning the over-all objectives of the Seminar are proffered at this point before the topic of this paper is further developed.

1. Since vocational development and vocational maturity are realized over time, it is important to consider the early or elementary school years, as well as the secondary grades. For this reason, another seminar, perhaps, should be addressed to a study of those models and approaches that might be useful to elementary school educations, including elementary school counselors. Two programs in New Jersey schools, sponsored by the State Department of Education, Division of Vocational Education, that are now attempting to do something along these lines are the Technology for Children Program (Grades K-6) and the Vocational Awareness through the Curriculum Project (Grades 5 and 6).

2. While all of the programs which will be alluded to in the paper are strongly guidance-linked, most must be curriculum and course-linked as well if they are to become an integral part of the school's offerings as an organized, routinized experience for all students. This implies that administrators and teachers will have an important role to play along with the counselor in introducing, supporting and implementing these approaches. They cannot and should not be regarded as strictly within the guidance province.

3. While these approaches may appear to have greatest value for the so-called non-college-bound student, in actuality, these experiences are sorely needed by all students. Granted, because of the present bias in most school curricula and programs for the student contemplating attending college, a counter-emphasis is often deemed justifiable for the "employment bound" pupil. Nevertheless, vocational choice and selection is a lifetime commitment confronting each and every individual; it is not the unique problem of a special group or minority. (This is not to say, however, that the exploratory experiences to be discussed below cannot be designed to meet the specific needs and interests of identifiable student groups.)

Objectives

Samler (1964) has pointed out that "one of the key problems confronting the counselor has to do with making the work world real. For many youth the situation is such that they are not confronted with the reality of work. They are separated from it physically and even vicariously...As best he can, the counselor presents his client with the reality of work. He does this mostly through a kind of symbolic confrontation, through the use of printed material which provides information by assisting the client to assume vocational roles in imagination--to try on various vocational coats for size and fit so to speak."

The objectives of exploratory programs related to the world of work at the junior high school level, helping pupils try on different vocational coats for size and fit, can be summarized as follows: (1) Job and Occupational Awareness; (2) Preliminary Skill Acquisition; and (3) Guidance-Career Planning Related.

1. Job and Occupational Awareness

Experiences provided for students that help them to see the broad array of occupations and to understand a few in greater depth and detail are included in this category. Also in this category would be an understanding of work, per se, the structure of the occupational work and, unfortunately, most frequently overlooked, vocational educational and training options. These various classifications can be treated from both a general/national and on an area or local basis.

Thus, the broad field of ornamental horticulture may be considered as a single career area or as part of a cluster related to agriculture. Or a specific occupation within this field may be taken for in-depth study, such as a nurseryman or tree pruner. These can be looked at in general terms or in local area opportunities. Training opportunities which lead to preparation for these fields can be reviewed, e.g., vocational programs at the high school level and at the post-high school level through technical institutes, private trade schools and community and four-year college programs.

In addition to the above, many approaches seek to promote a better understanding of jobs and work devoid of their specific occupational colorations. Such things as getting a job, keeping a job, and advancing on a job are usually considered here. Job application forms, resumé preparation, the job interview, utilizing the classified ads and the employment service are examples of topics included under "getting the job."

A final study-area frequently provided under this general category is that of the world of work taken as a whole. Economic considerations, labor unions, free enterprise, technological change, cybernetics, the need and dignity for all kinds of work, and the organization of selected businesses and industries are examples of topics in this area.

2. Preliminary Skill Acquisition

In addition to the basic understandings and appreciations generated through efforts under the above category, many exploratory programs attempt to endow the student with certain skills which, while far from technical or highly sophisticated, do give him a sufficient experiential orientation to influence his behavior in subsequent situations. The skills are usually rudimentary or or preliminary only to actual competency development but they are provided to give the student more insight into the actual work or training involved or, in some instances, to merely give the student an initial advantage for securing an entry-job in the local labor market. Preliminary skills can be provided which relate to (a) work in general (b) a specific job skill (c) a general job skill (d) pre-vocational training and (e) pre-employment orientation. Examples of each of these are:

a. Work in general: punctuality, appearance
b. A specific job skill: how to repair a toaster
c. A general job skill: how to serve a customer; answering a business telephone
d. Pre-vocational training: industrial arts, introduction to business courses
e. Pre-employment orientation skills: social security procedures and requirements; job application procedures; locating job openings.

3. Guidance-Career Planning Related

Exploratory opportunities in this area attempt to furnish the student with three major outcomes: (1) increased self-understanding and awareness, particularly as these relate to career potentialities; increased awareness of an individual's interests, abilities, talents and the promotion of self-confidence in one's ability to achieve successfully in some area and to earn a financial reward are various aspects of this objective; (2) the ability to analyze jobs and occupations with a knowledge of factors contributing to the job's or occupation's total outlook; available resources for occupational exploration would be assessed under this objective; (3) the ability to be more adept at one's career planning and vocational decision-making: this would facilitate the end result of occupational exploration as providing a model for decision-making, and not necessarily a decision itself (Samler, 1964).

Many of these objectives have also been developed as a set of criteria formulated by participants at a National Seminar on Vocational Guidance, exactly two years ago in August, 1966 at Marquette, Michigan. These were cited as twelve Vocationally Relevant Behaviors Desired for Youth:

a. Appreciation of work as a valued and enduring social institution ("work" broadly conceived).
b. Acceptance of the responsibility for one's vocational planning.
c. Knowledge of educational and vocational resources.
d. Understanding and acceptance of significant data about self.
e. Understanding of the kinds of data required for self-appraisal.
f. Understanding of use of resources to maximize self-potential.

g. Understanding the inter-relatedness of occupations (e.g., job family concept).
h. Understanding of occupation as a major determinant of life style (e.g., occupations as a way of life).
i. Ability to perceive and accept life experiences as reality testing.
j. Awareness of consequences of decisions and the disposition to accept them.
k. Awareness of decision-making as a chain process.
l. Ability to deal selectively with the environment by modifying it or adapting to it, as circumstances require.

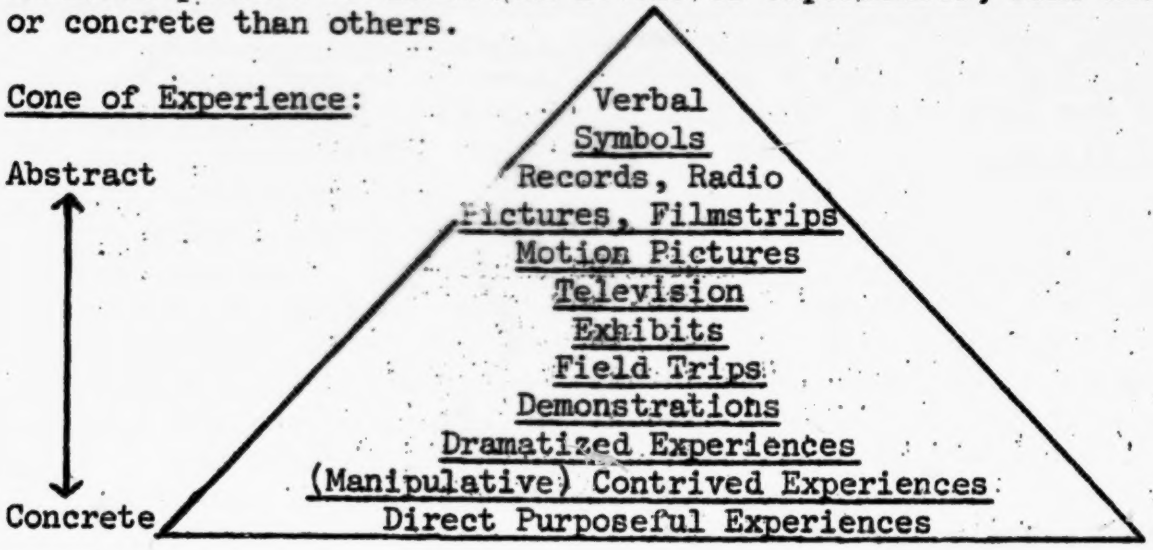
Approaches

A large variety of exploratory programs are being offered in the public schools today. Many have been practiced for a number of years and are well known to the counseling field. On the other hand, there are some newer approaches and interesting derivatives of more traditional programs that bear attention.

Heretofore, superficial and limited attempts at exploratory programs through the junior high school guidance program or industrial arts and home economic offerings at this level have not been particularly effective. Moreover, there has been an over-reliance on occupational literature and information utilizing films and filmstrips and the instructor's personal but limited vocational experiences. Finally, provision of an exploratory program at the junior high school level has not usually been planned on an organized, sequential and systematic basis; while all students should so benefit, currently it is more likely to depend on which school the pupil attends. Furthermore, it is extremely rare, even if such a program is offered, that it is part of a developmental design aimed at helping the student mature vocationally over a time dimension, starting in elementary school and continuing uninterrupted through entry on the first job and/or successful employment or in post-secondary school training.

The various approaches to exploratory programs can be classified on a concrete-to-abstract experience continuum depicted in the illustrated "cone of experience." This cone graphically portrays how it is possible to provide at least ten levels of experiences, some more abstract or concrete than others.

Cone of Experience:



Most approaches at exploratory programs have relied heavily on the experiences at the cone's apex. This, of course, has been the school's traditional approach in almost all its offerings. Thus, approaches utilizing the written and spoken word, plus photographs, have prevailed. Those which have attempted to be more concrete, along the types denoted at the base of the cone, have been less in evidence. Yet, educators who have utilized these latter approaches have claimed they are by far more meaningful and effective.

Each level shown on the cone can provide many examples of exploratory approaches to the world of work. These will be described below. (It should also be noted that many of these overlap and are frequently used in varying combinations.)

1. Verbal Symbols

   a. "Occupations" courses on a semester or year-long basis, taught by a counselor, teacher or team. Here students are introduced to a variety of occupations, jobs, or career fields. North Carolina's Introduction to Vocations and Robert Hoppock's often cited "Occupations" course fall in this category.

   b. Occupations units, similar to (a) above but on a more limited time base and frequently more narrow in scope. A one to three week unit in eighth or ninth grade social studies or English, a homeroom program, or a career week in which each teacher emphasizes the vocational implications of his subject are frequent examples of this approach. Harold Munson's SRA series of school subjects and their occupational relationships is an example of one set of commercial publications in this area.

   c. Counselor interviews with pupils, frequently scheduled for each pupil at the eighth or nigth grade level to consider vocational implications of high school course planning. In this approach, the counselor utilizes his personal knowledge of jobs and occupations, occupational monographs, leaflets, directories, career publications service (e.g., Chronicle Press; Careers), the Occupational Outlook Handbook and Quarterly, and library materials, such as those listed in the New York State Education Department's Careers in Fact and Fiction. The counselor may further utilize group guidance sessions, guest speakers from the community, referrals to workers in the community (as in the Paramus, N. J. Handbook for Counselors and Students), bulletin board materials, charts and posters, and articles from periodicals and newspapers. (One of the projects of the Division of Vocational Education, New Jersey Department of Education, has been the development with Rider College of special bulletin board materials and brochures for parents and pupils on vocational education opportunities, an area frequently neglected in the past.)

d. Special Career Conferences (nights, days or fairs) or assemblies are scheduled, usually by the guidance department, to provide pupils with an understanding of vocational opportunities available in the area.

2. Records, Radio, Pictures, Filmstrips

Audio-visual catalogues from commercial publishers now offer many filmstrips, recordings and tapes which present specific occupations and speakers on these fields. Many schools now utilize tape recorders, and occasionally a 35 mm. camera to make a permanent record of on-site interviews and visitations to local jobs and industries for use by other groups; sometimes students are asked to complete such projects as part of an exploratory program.

3. Motion Pictures

Almost everything cited under (2) above, applies to motion pictures. It is worthy of mention, however, that films which treat technical, trade and service as well as the professions are now becoming much more available and that many films are beginning to be geared to the earlier grade levels. Furthermore, films are in much greater supply than are recordings or filmstrips (for example, the Penn Hills, Pennsylvania Occupational Services Curriculum Guide for Grade Nine, 1968). Films are also available on broadly related topics, e.g., A Morning for Jimmy (occupational planning and racial discrimination) and When I'm Old Enough, Goodbye! (dropouts and unemployment).

4. Television

Aside from scattered programs on commercial and educational channels that relate to occupations and career planning, most of the efforts utilizing television are those which employ closed circuit TV and videotapes. By featuring speakers, workers-on-the-job and in-training, and visitations to places of employment, the television set brings the student closer to the so-called real world of work. The topics discussed and scenes presented have a much greater sense of immediacy, of relevance, and of proximity which make for heightened interest and understanding.

5. Exhibits

This approach does not lend itself too readily to exploratory programs. However, it has been utilized to a limited degree in Career Fairs, when industry and workers display their tools and accoutrements.

Baltimore's Career Opportunites Planning Exhibits (COPE) is an example of this. The City Junior Chamber of Commerce sponsors a week-long program for students throughout the entire Baltimore area. Exhibits are held in the City's convention hall with displays by such groups as business, industry, unions, professional organizations, colleges, technical schools, and the Armed Services. Students are brought in by school bus during the day and in the evening. Parents, teachers and counselors are also encouraged to attend.

Craft fairs and art shows are other examples, although these focus more on product than on worker skill or performance. Occasionally, a classroom speaker on a given occupation or trade will bring with him his tools and job paraphernalia to illustrate his talk and to loan to the class as a temporary exhibit. Student developed exhibits to portray various occupations and jobs are also sometimes employed.

6. Field Trips

This approach is well known to educators. It is, however, rarely used on a systematic, integrated basis. One reason for this is the long recognized difficulty involved in scheduling field trips; nevertheless, visits to industry, to on-site employment settings, and to employment offices are much more effective than other approaches previously cited when they are properly organized, planned and supervised.

Field trips in which jobs and occupational areas are featured also allow the student to participate with all his senses simultaneously so that sights, sounds, odors, and sensations omitted from written descriptions or films, intentionally or by necessity, are included in this experience. In addition, a variety of workers in the same job setting are seen and their relationship to other jobs within the factory or occupational area, and sometimes to the community, can be more readily grasped.

Sometimes, students are permitted to make their own field trips on an individual or small group basis. Districts are also beginning to produce their own directories of suitable or rewarding field trips in the area; an example of such a directory on the state-level is the Educator's Guide to Field Trips in New Jersey (1966) which codified visits according to occupations, industry, subject matter, and region, along with other necessary details about trip arrangements and considerations (contact person, suitable age levels, size of group, time needed, etc.)

Not usually regarded as a field trip but definitely in this category are orientation visits by students to high schools, vocational schools, trade and business schools, and technical institutes and colleges, in order to see, first-hand, the facilities, occasionally the staff and student body, guidance and admissions officials, and a panorama of the curricular offerings. When these are related to occupations, jobs, and the world of work, they have particular relevance for exploratory programs. Obviously, they can seldom be utilized effectively in isolation but must be accompanied by other approaches; they are an important complementary activity which most exploratory programs should strive to incorporate.

7. Demonstrations

This approach does not lend itself too effectively to occupational exploration. When workers on the job can actually show student observers a series of the various tasks and skills they are regularly called on to perform, accompanied by an appropriate personal narrative, a good demonstration is effected. The telephone repairman and florist are examples of two job areas in which this has been effectively done for pupil groups.

The guidance department sometimes can arrange for students (individually or as a class) to "understudy" for a day or week with local townspeople or area workers in a variety of occupational areas. (This approach is sometimes combined with student government days and business-industry days for the professional staff.)

As extension of this approach is to systematically rotate the student through a series of such experiences over a period of time.

In addition to the above, demonstrations are frequently used for showing the right and the wrong way to handle a job interview.

8. Dramatized Experiences

Special skits, role playing and occupational-educational games are the primary examples of this type of approach. Sarah Splaver's series for Occu-Press is illustrative of the first type. Role playing can be combined with classroom instruction or group counseling sessions to simulate personal-problem situations dealing with job or career planning. The Life Career Game, originated by Saran Boocock and John Coleman, and subsequently adapted by Gary Shirts for use with sixth graders, provides a technique in which elements of the world outside the school are simulated in the classroom. Students are required to make decisions and act as if they were operating in an environment of the future, and they observe the results of their decisions (Scates, 1968).

9. (Manipulative) Contrived Experiences

Exploratory programs that are one step short of the "real thing" would fall in this category. They consist of experiences which are especially designed or scheduled for students in order to expose them as fully as possible to real situations related to work and job training.

a. Job samples: John Krumboltz has been experimenting with kits which simulate occupational problem-solving experiences. He hypothesizes that solving simulated vocational problems will aid students to explore career possibilities more realistically.

b. Vocational education tryouts: In the New Jersey Introduction to Vocations program, ninth grade students are rotated ("cycled") through a year's series of two to four week sessions, meeting daily, in which manipulative experiences in each vocational education area is provided. In this way, students have an opportunity to get a much clearer picture of training programs and their related occupational pursuits in such fields as distributive education, horticulture, photography, graphic arts, food service occupations, building maintenance, etc. (This program, incidentally employs most of the other "cone" approaches presented above.) In an effort to make the learning modules as realistic as possible, the regular vocational teachers handle the short-term segments for their subjects and these are scheduled in the shops, laboratories and offices where these classes usually meet.

c. Job preparation laboratories have been developed in some areas, particularly for school dropouts who otherwise have little or no students to improve their job-getting ability (handling application forms, resumés, interviews, improving personal appearance, learning resources for job openings) and give them some assorted rudiments that may make them more employable (e.g., operating a cash register or check-out stand, packaging, stock clerking or inventory, parcel delivery, receptionist, telephone handling, waiter-waitress, usher); as can be readily seen, these are low-level entry skills that serve merely (and perhaps temporarily only) to keep school leavers from the unemployed ranks.

d. Sometimes the project method employed in the industrial arts, vocational agriculture, and other subject areas are so designed to give students specific experiences in a given occupational skill area.

e. Incentive-enrichment programs similar to Upward Bound, but emphasizing the world of work and vocational training opportunities have been attempted in some areas, particularly for disadvantaged pupil populations. In York, Pennsylvania, the Recreation Commission sponsored a summer program (1966) which included visits to industry, scientific exhibits and other meaningful community experiences to increase motivation for training and education and occupational awareness.

f. The PREP Club Program, sponsored by the Chamber of Commerce in conjunction with the public school district in Everett, Massachusetts, has not been widely replicated but nevertheless serves as an example of an excellent exploratory program. Students are given opportunities to select specific vocations of interest to them. Those with similar interests are then organized into clubs of 15 to 20 members. These clubs meet under the guidance of people working in the specialized vocational field. A planned program of 12 meetings is followed. Students learn of job opportunities, requirements, and attitudes. They are provided a "taste" of the work itself and they establish important friendships with local business representatives.

10. Direct Purposeful Experiences

All work experience programs would fall in this category, whether part-time, after-school, summer, cooperative, work-study, or other. A large number of these are provided at the senior high school level; but, increasingly, variations are also being introduced at the junior high school level, especially grade nine.

a. Non-profit or public-supported job programs such as summer reforestation, beautification, and site development programs for the school or community provide students with job experiences, sometimes for a stipend.

b. Youth volunteer service programs through hospitals, homes for the aged, Head Start programs, welfare programs and services for the handicapped enable students, as volunteers, to gain experiences in the area of social services. These are most frequently offered through special interest groups (Candy Stripers) or club organizations (YMCA, FHA, DECA, 4-H, Student Council, etc). In Detroit, a Youth Service Corps was established during the summer of 1966. Students, 14 to 16 years of age, performed a number of useful services in conjunction with the Detroit Police Department: checking on abandoned cars, searching for lost children, reporting damaged streets and sidewalks. It was seen as an excellent police recruitment program.

c. Work-study programs for dropouts and potential dropouts with heavy guidance overtones have been developed by the New York State Education Department (Project STEP), Detroit (The Job Upgrading Program), Chicago (The Double E Program) and other communities. A number of these are included by George Burchill in his book, Work-Study Programs for Alienated Youth (1962). The Neighborhood Youth Corps and Work-Study program under the Vocational Education Act of 1963 also provide paid after-school jobs offering the possibility of a variety of settings and skills.

d. Youth business ventures which provide an outlet for the products and services of young people are sometimes organized on a school or community basis. Services such as lawn and garden maintenance, window cleaning, minor painting jobs, lawn mower repair, and housecleaning are examples of work opportunities students individually and in groups have pursued. The Junior Achievement group is another example in which young people develop their own product and retail it in the community, in this instance with the assistance of local businessmen. In this experience, young boys and girls are given the chance to plan, design, price, sell, advertise, and manage a small business operation.

e. School-based placement programs, while not too prevelent at this time, and certainly not emphasizing services at the junior high school level, can be effective in referring youth to part-time and summer work experiences of value to them on an exploratory basis. While job opportunities for junior high school students have been generally limited to baby-sitting and newspaper delivery, these areas are now starting to expand, especially as schools adopt this service to provide educational, guidance-related and work exploratory opportunities.

11. Other

There are several other approaches to providing exploratory programs which do not conform to the above classifications. In this latter group are: (a) job and community surveys; (b) big brothers and identification figures; and (c) educational technology programs utilizing computers and information retrieval systems.

a. Job and community occupational surveys when conducted by students can be valuable as exploratory experiences provided the surveys are not limited to mere census-taking. Properly supervised and planned, they can give the students an immediate and realistic overview of both the local employment market and of selected specific jobs in depth plus personal contact with representatives of various occupations in the community.

b. A number of programs have been developed for disadvantaged youth to provide them with broader cultural enrichment, a paternal relationship with an older, stable figure, and, in some instances, an opportunity to be exposed to new vocations. The Big Brother movement is probably the best known of these, but many compensatory education programs have employed community models and identification figures, often for their success in an occupation, to raise aspirations of high school students. Flint, Michigan, utilized a highly organized and supervised Big Brother system for boys and a similar program, called the Stepping Stones, for girls. In Jackson, Tennessee, the Chamber of Commerce utilized the same approach for youth in that community.

c. Perhaps a sign of the future is the new guidance computer-assisted and information retrieval systems nearing completion. Combining aural and visual techniques, employing tapes, filmstrips, films and a computerized memory pre-coded for pertinent data on individual pupils and on occupations (nationally, regionally and locally). These systems can give students ample opportunity to learn about a whole gamut of occupations and their prerequisites and applicability for the student--all at the student's own level of maturity and selected pace. Along with other approaches, they should enhance the guidance program considerably.

   David Teideman at Harvard is developing an Information System for Vocational Decisions, using a computer, which is scheduled for completion in July, 1969. Donald Super, and Frank Minor with IBM, are now field testing a similar system in Montclair, New Jersey this fall.

The San Diego, California program has made it possible for students to learn of local vocational opportunities very easily through the use of print-outs from a centralized office, in which this information has been previously prepared and stored. Called VIEW, Vocational Information for Education and Work, the system utilized a key punch, a processing camera for making microfilm clips, and a microfilm reader, available from the 3M Company.

Resources

The above approaches and activities generally suggest the resources the school will need to apply in adopting them. To summarize these briefly, however, a number are listed below:

1. Present staff and related instructional units already functioning.
2. State Departments of Education - Guidance and Vocational Education units.
3. The Community agencies, municipal services and offices, civic groups, service and fraternal organizations, etc.
4. Business and industry, including the Chamber of Commerce.
5. Organized labor, including civil service associations.
6. Educational programs--area vocational schools, private trade and business schools, technical institutes, hospitals, apprenticeship programs, MDTA programs, community and four-year colleges.
7. Federal offices and departments: employment offices, the Women's Bureau, the Labor Department, HEW, etc. (for funding, literature, consultant assistance).
8. Private citizens and parents; parent groups.
9. Youth groups and organizations (FFA, FHA, VICA, DECA, FBLA, 4-H, Junior Achievement, Girl Scouts, Boy Scouts, Junior Peace Corps).
10. Commercial publishers, film companies and "hardware" retailers.
11. Libraries, museums, zoological gardens.
12. Professional associations (AVA, APGA, NEA, and organizations and groups promoting occupations in their respective fields).
13. The Armed Services, including bases, training camps, air fields, carriers.
14. Foundations (previous studies, reports, ongoing projects).
15. Handicapped-related; D.V.R., mentally and physically handicapped organizations.
16. Specialized consultants: vocational educators, vocational psychologists, counselor educators, personnel directors.
17. Private employment agencies.
18. Alumni and students-in-training.
19. Periodicals and newspapers, including publications popular with youth groups.

20. Commercial radio and television, including local studios and station managers.

Some General Guidelines

1. Systematic and Organized. The approaches and activities described above must be carefully planned and integrated into the junior high school program. They should not be left solely to the discretion of an individual guidance director or an interested teacher or to the "seeking-out" efforts of one or more students. They should be combined into a comprehensive program for all students on an ongoing basis throughout the junior high school years and they should be properly supervised, co-ordinated and evaluated.

2. Continuity. To be most meaningful and valuable to the student, in terms of his vocational development, the program should relate to educational activities both preceding the junior high school years and following them. Otherwise, they will not accomplish their maximum benefits for the pupils they are meant to serve.

3. Variety. One type of activity or approach will undoubtedly not suffice. The approaches utilized should be many and they should be combined into a pattern that offers students as broad an exploratory program as possible while permitting optional in-depth exploration as well.

4. Guidance-oriented. While the programs should become integral segments of the junior high school curriculum, the guidance aspects of the program should not be overlooked. Individual and group counseling should be directly related and timed to the experiences provided through these programs.

5. Parental involvement. One of the biggest problems associated with exploratory programs of this kind is bringing parents into the picture so that they are as ready as the pupils for eventual vocation choices and decisions when these are made. This calls for especially careful planning and scheduling with a consistent record of school-parent-counselor communication.

6. Advisory Committees. Creation and regular use of advisory committees should be adopted whenever possible. The North Carolina Introduction to Vocations program uses student advisory committees at the local level; the New Jersey Introduction to Vocations program uses local businessmen and community representatives.

7. Flexibility in structure and content. Because school programs (vocational education provisions) and the occupational world are both changing rapidly, it is important to keep exploratory programs up-to-date and sensitive to future conditions and present needs of youth.

8. Concrete and personal encounters. Exploratory programs should include ample provision of real work experiences, on-site

visitations, and inter-personal contacts with persons currently engaged in occupational activity and/or in training.

9. Community resources. The rich and varied resources of the community and the region should be exploited in designing and operating exploratory programs. Employers, agencies, civic groups and organizations, and municipal services should be fully utilized in meeting the objectives of these programs.

10. Staff preparation. The counselor, supervisor and instructor who will be responsible for the conduct of these programs will require specialized preparation and experience that is usually not reflected in their present expertise. It will be essential for them to obtain these skills through workshops, special courses, professional work-study programs, and other specially-devised learning efforts. Furthermore, other staff members will require extensive and recurrent orientation to the philosophy and objectives of the program through both in-service and pre-service education.

Conclusion

Developing new programs and introducing them successfully into the educational setting is no simple accomplishment. While we are currently experiencing the Age of the Pilot Project as a result of federal funding and acts of recent years, it is questionable (a) how many of these really "stick" and (b) how many of these are truly innovative.

Thus, for those of us in education striving to bring about change of the type discussed above, the challenge is unquestionably clear and, to a degree, we can even conceive of this venture as part of our greater mission in the service of today's youth and tomorrow's citizens. Dr. William C. Menninger of the Menninger Foundation (Borow, 1964) put is especially well with respect to all jobs when he wrote:

> "...for many people a job not only is a way of life but becomes a mission in life. Thus, another evidence of maturity is the finding of greater satisfaction in giving than in receiving, through the opportunity to be of service and to give of oneself through one's work to other people. A person is fortunate indeed when he can find a mission bigger than he, that he will never fully accomplish. This gives his life more meaning. It supplies him with a program of action and an unending series of goals and challenges; it provides the opportunity to make himself feel that his life is counting for something--that he is leading or directing or creating or serving or healing or shepherding or teaching in significant ways."

Thus, as we seek to help others to fulfill goals and to realize a mission through their own selected careers, we help outselves to advance more successfully in ours.

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"Job Placement--Objectives, Approaches, Activities, and Resources"

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The complexity of today's society has made obsolete the socialization process, through which many individuals in the past have moved from childhood into the world of work.

For many individuals, clearly defined avenues through which they can successfully enter and adjust to the world of work do not presently exist. As a result, there seems to be a very real dilemma. On the one hand, there are job vacancies, and on the other there are numerous people, particularly young adults, who have been unsuccessful in moving into the world of work. Grant Venn, Associate Commissioner of Adult Vocational Education Progress, has been quoted as saying, "Technology has created a new relationship between man, his education, and his work in which education is placed squarely between man and his work."

This paper is based on the belief that education at all levels should be evaluated in terms of the extent to which students are prepared for their next step in life. There is also concern for the planning and implementing of that step. Thus, if work is the next step for an individual, regardless of the point of departure from school, this movement is too important to be left to "chance."

Activities provided by the school to aid the students in the transition to the next step must be more than a simple matching of departed students with employers. Rather, school activities should assist students in the development of a model or a pattern of skills attitudes, and understandings which will be effective in locating the best jobs, i.e., those in which the student will be the most successful in making a satisfactory transition to the world of work.

Accepting this approach brings into consideration both the depth and the long-range purpose involved in the process of movement from school to work. Accepting such a concept includes accepting the responsibility for assisting a student in the clarification of his goals and providing insight about the labor market related to his job preference area. This acceptance further entails helping the student in evaluating his qualifications and abilities in terms of his job opportunities and in assisting him in developing the flexibility needed for adjusting in a fluctuating society. For many students, it also includes the offering of special assistance in adjusting, retaining a job and assistance in moving up the job ladder. Assisting each individual in making the best possible transition will require a total school effort on an organized basis.

Rationale

It seems trite to ask the question, "Why should the school be concerned with assisting individuals in making a successful transition from school to work?" Yet, observation of the current education scene indicates that this transition has been greatly neglected by the educational system. It is rather ironic that the earlier in his educational career an individual leaves school for work, the less help he is likely to receive! Therefore, those who must choose earlier, and who are thus less able to choose, receive little if any assistance from the school in making the transition from school to work.

An examination of the responsibility of the school, the characteristics and needs of the students enrolled revealed a need for the schools to accept the responsibility for providing an organized and systematic program of job placement.

Responsibilities of the Schools

The school has the responsibility to help each individual make the transition from school to work. Many students make the transition but often settle for employment not commensurate with the education they have received. Some spend years trying to adapt to the wrong job; some get jobs only after a lengthy period of unemployment; some become discouraged through waiting and develop behavioral patterns which are inappropriate for work.

We in guidance believe that the student can make a better decision with our help than he can without it. However, some may say that responsibility for job placement rests primarily with agencies outside the school. I cannot accept this point of view for several reasons:

First, it seems impossible to separate an effective job placement program from an effective total school program. Something is missing if the students are provided with education and not assisted in finding a job where that education can be utilized to the fullest.

Second, the school is more likely to be concerned with the vocational development of its students than an agency outside the school. Vocational development involves assisting the student to focus on such basic questions as "What do I want out of life?" "What abilities do I have to offer?" These are questions that all students need to consider, including those students enrolled in or preparing for college. The answers will not always be the same, but will change with time and with the perceptual changes of the student as he gains experience and knowledge.

An effective job placement service is a logical part of the school program, for the school should be concerned with what is best, in all areas, for the student. Agencies outside the school are not well enough acquainted with the student, and frequently cannot provide the needed opportunity for the student to develop a pattern of skills, attitudes, and understandings, constituting effective job-seeking behavior. For the total job placement effort to be successful, however, both public and private placement agencies should be utilized as additional resources for students to meet potential employers.

However, the primary responsibility for developing an effective job placement program must remain with the school. Acceptance of this responsibility should result in the school being viewed by the student as the best place to be in order to get a job; this should further result in the creation of a new climate within the schools. In some instances, this may be the first concrete sign of "meaningfulness" some students have been able to see in the school.

The establishment of an effective means of assisting each student in making a successful transition from school to work will result in the school developing appropriate channels of communication between itself and the world of work which could then result in a greater awareness by all educators of the changes needed in the school program.

Great strides have been made in this country in developing close liaison between secondary schools and colleges. One can hardly question the fact that such liaison has had much influence on the nature of secondary school experiences provided for youth. But equally effective channels for the exchange of information have not been developed between the schools and the major consumers of its products--business and industry.

Much of the same charge can also be leveled at the vocational schools throughout the country. For the college bound, the educational system has taken great strides in developing precise, step-by-step procedures through which the schools assist students in matriculating. Education must now accept the responsibility for offering equal assistance at all levels, both at the point of transition and in preparation for this transition. Job placement should be a responsibility of all schools--comprehensive high schools, junior high schools, junior colleges, etc.--not just for vocational schools and vocational programs.

Kinds of students

An organized job placement program better enables students to become aware of their needs and encourages them to take constructive action to meet those needs.

One of the most significant reasons for structuring an effective job placement program is to motivate students to complete their education and to realize the possibility of becoming employed. Attempts have been made to motivate students through meaningless phrases such as: "You need this because it is hard and it makes you think." Students can best appreciate the need for successfully completing the subject matter when they reach this decision themselves.

Students should be encouraged to successfully complete course programs by direct involvement in meaningful experiences. In addition, peer groups are especially effective in motivating students to complete courses, particularly when their members see job prospects available and are willing to obtain course qualifications for job entry. This is done for the college bound! We should be able to demonstrate to a student that, "If you will do well in these types of courses, you will qualify for certain types of jobs."

In most surveys regarding student needs for assistance on particular problems, the question of getting a job has usually ranked at the top of the priority list. Job placement services help students develop confidence and a feeling of security. In developing this type of program the question is not, "Do our students get jobs suited to their individual needs, commensurate with the training they have received?" The issue implies that job placement begins when the student enrolls in the school and further suggests that a job placement program goes well beyond helping students consider their own values, abilities, and desires, and how these affect their future.

In studies of the job adjustment problems of delinquent, minority-group youth, it has been found that the basic problem facing them is not finding a job, but in adjusting to and retaining the job. (Amos Williams, "Job Adjustment Problems of Delinquent Minority Group Youth, Vocational Guidance Quarterly, Vol. 13, Winter, 1964-65, pp. 87-90.)

The job placement program of the school must be extended beyond the point in which the individual leaves school. It must go beyond assisting the student in obtaining and retaining a job. It must assist him to move out of the dead-end entry level jobs and move up the career ladders. Also the school job placement programs must offer assistance to out-of-school youths and adults. It should help them obtain a job or a better job, offer them continuous guidance and counseling services, and help them reenter the educational system.

The Objectives of Job Placement

The need for a job placement program supports two primary objectives. The first is to provide students with those experiences which will enable them to develop a pattern of skills, attitudes, understandings, and knowledge that will assist them to:

1. achieve the greatest possible degree of vocational development.
2. gain a realistic knowledge of the labor market which will serve as a sound basis for vocational decisions.
3. understand what will be expected of them by superiors, peers, and subordinates in the vocation chosen.

The second objective is to provide those activities which will offer enrolled students an opportunity to make contact with employers so as to:

1. promptly secure employment at the rank and remuneration intended for graduates.
2. use their education to the fullest extent to avoid underemployment.
3. develop a pattern of job-seeking behavior which will be useful in similar situations in the future.

Approaches

There are at least three strategies to be considered in the establishment of a job placement program within a school: centralized, decentralized, and cooperative.

In a centralized job placement program, a placement officer performs most of the work connected with placing graduates on jobs. Too often, centralized job placement programs have placed more emphasis on the mechanical aspects of job placement and have ignored the development of appropriate attitudes and understandings on the part of students.

The decentralized job placement approach gives the teacher complete responsibility for the job placement program and usually that which is everyone's responsibility turns out to be no one's. This has often been the tradition in vocational programs.

Under the cooperative job placement strategy, the teacher and guidance specialist share in the responsibilities for providing an organized and systematic job placement program. The teacher provides experiences and activities designed to enable students to develop understandings and attitudes needed to enter and adjust to the world of work. The guidance specialist coordinates the total job placement effort; he provides the teachers with leadership, resources, and consultative assistance and provides the students with counseling and other assistance as needed.

A cooperative job placement approach has many advantages for the school setting. It makes possible the centralization of placement records within a school and avoids confusion by providing a single place of contact for all potential employers. It permits teachers to develop a sense of professional responsibility and pride for preparing students as they now do for college. It makes possible the use of the vocational teacher's contact with employers and trade groups that helps to get students placed.

Approaches, Activities, and Resources

It is important to consider the most appropriate strategy for implementing a job placement program within a school. Perhaps a major reason most local schools have not been able to implement a successful job placement program is because this must be accomplished within the single resources of a given school.

Consideration must be given to a means of providing supportive services by some "central office" which enables several schools to provide an effective job placement program. Let us examine the two primary objectives of the job placement program and see what approaches, activities, and resources might be involved in accomplishing each of the objectives.

Development of Behavioral Patterns

First, we should consider the development of "behavioral patterns" on the part of the student which make for a successful transition from school and satisfactory adjustment to the world of work. As previously stated, this must be an objective toward which the total school staff must strive. The school's effort must begin upon the student's entrance into the school. It is a continuous process which begins with the students' enrollment in the school and for many continues beyond the point at which they leave school.

A successful job placement program is dependent upon how well the school has assisted each student in the development of appropriate cognitive, as well as affective and motor skills during his entire school career. The point at which the student makes the transition from school to work is much too late for the school to become concerned with this objective. This is not to discourage massive remedial effort to assist in the development of a pattern of behavior which makes for successful adjustment for the world of work. However, it must be remembered that such efforts will be difficult if:

1. the individual has been conditioned by ten to twelve years of failure in public education system.

2. he has been confronted with educational experiences which seem irrelevant in terms of the kind of world in which he finds himself.

3. he has been conditioned such that only certain types of work are worthy, and the work to which he seems to be destined is not within the acceptable circle.

4. he has been led to believe that he really cannot learn and really has no control over his own destiny.

5. he has never had an opportunity to identify with individuals who have appropriate attitudes about work.

Yet, we must consider ways of assisting these students to develop a behavioral pattern appropriate for making successful adjustment for work. There are many youth in our society today who reach a point of transition from school to work without appropriate behavioral patterns. For these, job placement cannot end with the placement in a job. Such students will need continuous support and counseling for a greater period of time in which to develop the behavior patterns necessary for adjusting to a job. With such continuous contact with students, it is possible for the counselor to assist them in seeing the possible career ladders existing in the area in which he is employed and to foresee how he could plan to reenter appropriate educational avenues to move up the career ladder.

So long as thirty-five per cent of our youth never complete high school in this country, concentrated programs at the point of transition will continue to be a must. No doubt, there are many approaches for assisting such youth. I would like to describe briefly a program being initiated in the fall of 1968 in four of Georgia's area vocational-technical schools which could have implications at the secondary level. This program is referred to as "LEEP," learning, earning, education program. Students will be enrolled who cannot qualify for one of the existing vocational programs. This program, twelve weeks in length, will focus on the development of employment skills as opposed to job skills. Employment skills, here, mean the development of behavior patterns and attitudes necessary to successfully enter and succeed in a entry-level job.

During the first six weeks, the program will be broken into three parts: work orientation and counseling, basic education, and general vocational skills in a career area.

At the end of the twelve weeks, the individual will be either employed full time or employed and enrolled in a night program so that he can move up the career ladder within the business or industry he has chosen. He might also be enrolled in an on-going vocational program or continue in the LEEP program.

For each twenty-five students enrolled in the program, a team of three professional staff members (a counselor, a basic education teacher, and a vocational teacher) will be assigned to work with the student. It is believed that this program will provide a gradual sociolization process for many individuals, enabling them to make successful transitions into the world of work.

The value of traditional vocational work experience programs at the high school level in developing employment skills has been documented on numerous occasions. Through joint cooperation and shared responsibility between vocational educators and counselors, such programs can provide most students with a base of experience on which meaningful counseling can take place.

For these real life experiences to be of maximum educational value to the individual, the student must be brought back into the classroom for these experiences to be discussed and related to himself. This may be the only way some individuals can overcome their environmental limitations and make successful transition to the world of work.

Development of A Placement Vehicle

The second objective development of a vehicle through which students and employers are brought together is a process that must be developed with the same degree of intensity now prevailing for the college bound. Accomplishment of this objective could result in appropriate changes within the school to better accomplish the development of behavioral patterns necessary for successful adjustment to work.

What effect would 25 employers entering a school to interview students for jobs have upon the students and teachers in that school, particularly if the teachers were involved? Would this not really reinforce the idea to students that school is the best place to be in our society in order to get a job? Would it not open up new experiences and insight regarding the needs of certain students? The activities and materials which go into the college model of helping some students make the transition from school to college can offer insight to us into the degree of planning and resourcefulness needed to help youth move from school to work.

Much of the attention of the school has been related to college. For example, students have been consistently reminded that mastering certain curriculum experiences is necessary to enter college. Why can't the same relationship be built between the school and work? Would this not be meaningful to these students?

The counselor ususlly has an in-depth knowledge about the colleges their students are most likely to attend, and they spend many hours assisting students to study the pros and cons of different colleges. Will not the same be required for a counselor to do an effective job in assisting students in making the transition from school to work? The counselor must have similar knowledge of businesses and industries which the students may enter. Plus, the counselor must assist them in examining the pros and cons of each in terms of what they may mean to the student.

Volumes of college catalogs are available which provide detailed information on entrance procedures, requirements, and options available within the college. Why can't profiles of major businesses and industries employing, say, 75 or more people in a given region or state be developed to provide a student with detailed information about different jobs and entrance requirements, salaries, and the process one follows in making application to the company? For those that employ 75 or fewer, the counselor could make profiles on industries in their area employing many of their students.

Through the years, we have had occupational information. Most of us have recognized its limited usefulness in helping students make specific decisions about entrance into the world of work. When compared to the college model, it falls far short of assisting youth in making detailed plans for job entrance. Such detailed information would be extremely important to students.

College-bound students are assisted in making almost every decision involved in entering college; they are assisted in completing the application form, taking the college board, being interviewed by the college admissions officer, and in many other ways. Should we not also provide the student who plans to enter work with such needed assistance? Surely we can determine ways of providing work-bound students with valid assistance. They are probably more in need of it than the college-bound, because certainly the maze of business and industrial opportunities available today must be extremely fuzzy when viewed from the perspective of youth who have never been in the world of work.

By studying the high school to college transition model, much can be found that should work for the work-bound youth. Also, much can be found that should be either avoided or improved.

To assume that a single high school counselor can develop and implement a full-fledged job placement program without outside resources and assistance is but a dream! There must be some central staff or agency which cuts across two or more schools to provide supportive services which enable a given school to implement an effective job placement program. It may be possible for the employment service to play a major role here. In too many instances in its relation with schools, however, the employment service emphasizes testing, with relatively little pay-off in placement of the students.

A job placement model being used by the Cleveland school system in Ohio offers a reference point around which such supportive services are provided to local schools. This system has hired a personnel man from a leading industry and has assigned him to the city board of education under the Director of Pupil Personnel Services. In addition, it has identified a counselor in each of the local schools to work with him. In the central office, he and his staff provide coordination, resources, and stimulation for the development of a system-wide job placement program. The local school staff is responsible for implementing job placement at the local school level. One counselor has been assigned the primary responsibility for coordinating the job placement program within a particular school.

The Cleveland model offers an example of an approach that a large city school system might follow and one that could be applied to a rural area across several systems. It is also a model which employment services might utilize. The model greatly increases the ability of a single school staff to do an effective job in job placement.

An example of job placement organized on a statewide basis is the statewide job placement program which has been developed in Georgia's area vocational-technical schools which, with some modifications, could be applicable to high schools. In this program, the state office provides coordination, resources, and stimulation in assisting the local schools in carrying out a statewide job placement program. The area school counselor is assigned the responsibility of carrying out the program in his school.

During the months of April and May of each year, a schedule is organized in which companies visit the different area schools of the state. One individual at the state level is responsible for coordinating the program. The state provides local schools with a package of materials and conducts mailings to employers who employ 75 or more persons. Much assistance is also given by the state chamber of commerce. The local school conducts group guidance units on how to enter a career field, arranges for local publicity, extends invitations to employers in its area and to employers who employ former students, and orients students to the different companies.

In the Spring of 1968, 643 companies visited Georgia's 23 area vocational-technical schools. During those visits, 1800 job offers were made in the schools, not including offers made on follow-up visits to companies by the students.

This model is an excellent example of how a central staff can provide certain stimulation, resources, and coordination which can multiply the abilities of the local staff to develop and implement the job placement program.

Conclusion

The school is the only agent in our society which can effectively assist all students to plan and implement their next steps and to make satisfying progress in these steps. As this relates to the transition to work, little is known about how this can most effectively be done. The major thrust of this paper has been that the school must accept the responsibility for finding effective ways of implementing a reliable job placement program.

"Role, Function, and Approach for Guidance in Career Development of Youth from Junior High Through Senior High"

Kenneth B. Hoyt, Professor-Education and Head, Division of Counselor Education, University of Iowa

Introduction

There is both virtue and viability in narrowing one's perspective--provided the perspective, itself, it not lost. The gains which can be made by digging deeply in a very small area are significant provided the smallness of the area is kept clearly in focus. Those who are afraid of losing their perspective by narrowing their focus of concern must accept the fact that, by refusing to take this risk, they run the equally important risk of never increasing their competency. At times, the risk of losing perspective is one well worth taking. This conference, it seems to me, represents such a time or risk.

The program for this conference focuses on career development of junior and senior high school youth contemplating entry into the labor market upon leaving the secondary school. That this must surely be regarded as only a minority of our youth in these times is obvious. It is equally obvious that it has been a very much neglected minority when it is compared with the remainder of the secondary school student attention on career development for this minority of youth is very much overdue in American education. I welcome this opportunity to be a part of such an effort.

The title assigned is worded in a hierarchal order which itself points both to the nature and the seriousness of the problem. In order, the three tasks assigned by this title are concerned with "role," "functions," and "approach for guidance" in career development for both junior and senior high school students. The order itself is interesting in that we know much more about "role" than "functions" and some more about "functions" than about "approaches for guidance" for these students. The knowledge gap existing among these three aspects represents, in capsule form, the challenges facing most counselors today.

When I speak of "role," I am speaking of the task to be accomplished--about what it is we are trying to do. When I speak of functions, I am speaking about the ways we seek to accomplish these tasks--about skills and methodologies. When I speak of "approaches to guidance," I am speaking about organizational arrangements. Each of these is a topic in and of itself. Here, I can only hope to comment rather briefly on each.

Before preceding to comment on each of these three aspects, let me make sure there is no mistake regarding the portion of junior and senior high school youth for whom concern is being expressed here. Of the total secondary school population, somewhere around forty per cent can be expected to graduate from high school and enter some college or university setting--of whom roughly half will some day receive a college degree. A second forty per cent can be expected to either graduate or drop out from high school and later pursue some specialty training in some kind of post-high school vocational-technical education setting. This leaves approximately twenty per cent of those who enter the junior high school and can reasonably be expected to seek entry into the labor market upon leaving the secondary school setting. I am speaking here in terms of what should be--not what has been--true for the junior-senior high school student population. I recognize that the actual percentage may be closer to forty than to twenty per cent across the country right now. How to make these percentages more closely correspond to the changing nature of our technological society is another problem. The point to recognize here is that, under any circumstances, we are speaking about a minority of the student population--and one which should, if we do our job right, become even more of a minority in each of the next several years. The fact that this is so, makes no member of this minority group any less important to consider. If anything, it adds to the seriousness of their problems, and consequently, our challenges to be of help to them.

With this introduction, I would like now to proceed to a brief look at the problem from the standpoint of the three assignments implied in the title--role, functions, and approaches for guidance.

Role of Guidance in Career Development of Junior and Senior High School Youth Headed Towards Entry Into the Labor Market

The role of guidance in career development--i.e., the goals to be met--is no different for these students than for any other segment of the student population. To simply list such goals would be to bring nothing new to this audience. In an attempt to provide a more positive approach, the specification of each goal will be accompanied here by a series of questions bearing on methodological problems of goal attainment for this portion of the junior and senior high school student body.

The first role element is to help each student see himself as the worthy and worthwhile person he is. This role can be accomplished relatively easily with those students from affluent homes who are recognized student leaders, well accepted by both students and adults in the school and the community. But how is this goal to be attained for the slum dweller with shabby clothes who, at best, is pitied by his classmates and, at worst, is told in many ways every day that he is not very worthwhile? How is the student to see himself as worthwhile in a school where he is made to feel he does not belong? It is time questions such as these were asked--and answered.

Second, we have a role of trying to help each student experience success in his own eyes. By this, of course, we mean encouraging each student to use himself as his ultimate standard of comparison. The trouble is, most people--including most students--do not view it in this manner. Instead, they view "success" as the ability to compete successfully with others. Again, this goal can be easily accomplished with students who "win" consistently--or even just sometimes. But how can we accomplish this guidance goal with the student who always "loses"--who is told very often and very directly that he has failed? In the comprehensive high school, the student headed towards immediate entry into the labor market is very seldom the class valedictorian--or even the honor roll. How can we help each student see himself as successful?

Third, we have a goal of trying to help each student find ways that school can make sense to him. How are we to accomplish this goal in schools that do not? I am referring here to the still prevelant tendency in American secondary education to place highest priority on a view that the purpose of the secondary school is to prepare one for more schooling. The educational motivations of those headed towards college are most compatible with the structure of many secondary schools. How is school to make sense to the student whose prime educational motivations are directed towards a desire to acquire job skills which will enable him to enter and compete successfully in the labor market? Again, we find ourselves faced with a most worthwhile goal, but one which is not easy to accomplish with many students in many schools.

Fourth, we seek to help each student consider and make decisions regarding the values of a work-oriented society. We do not insist that each student accept such values as his own, but we do aim to expose each to these values so that their desirability and appropriateness can be considered. Many students in our secondary schools have learned these values well prior to entering high school for they have seen them demonstrated in the background, experiences, and attitudes of their parents for many years; others have not. How are such values to be communicated to students whose parents regard work as a necessary burden to be endured? To the student whose parents have been on welfare roles for as long as the student can remember? To the student who sees his own occupational opportunities as limited to unskilled or, at the best, semi-skilled work of a tedious, repetitive nature? We have not yet faced such questions squarely in terms of attaining this guidance goal for students such as these.

Fifth, we have held as one of our goals that of trying to help each student develop an understanding and appreciation of his own talents and interests. How do we help a student who appears to be interested in nothing related to what the school has to offer? How is a student to be helped in positive ways to understand that his abilities, in comparison with others, are low? Is the notion of basing occupational decisons in part on aptitude and interest factors one which is viable for those students contemplating immediate entry into the job market after high school?

Sixth, we hold a goal of trying to help each student make choices from the widest possible range of alternatives which can be made available to him. With some students, this goal is very difficult to attain because we can find almost no limit to the number and variety of opportunities he could realistically consider. With others, it is equally difficult to attain for quite the opposite reason--namely, that the number and variety of alternatives appear extremely limited. How do we implement this goal for students with very limited opportunities, none of which seem to appeal to the student? If we are going to insist on holding this as a role, we must be willing to face such questions as these squarely and answer them definitely.

Seventh, we have pictured a role for ourselves of helping each student formulate plans for implementing the choices and decisions he has made. For the students we are speaking about here, this must mean, in part, a job placement function. How prepared are counselors to fulfill this function now? How is one to help a disadvantaged Negro student implement his decisions in those communities where racism is still a prevelant part of the community culture? How active an agent of change is the counselor supposed to be in order to attain this goal?

Finally, we have held very high the goal of helping each student accept some personal responsibility for his own destiny--of making meaningful to every student that what happens to him is, at least in part, a function of what he does or fails to do. This concept is easy to convey to those students with ample personal, intellectual, and financial resources for use in combatting societal pressures. How is the concept to be conveyed to those students who see themselves as victims of society? How does a student accept personal responsibility for his own destiny when it is obvious to all that, in his case, society is going to impinge on him much more than he can possibly hope to change society? There is no doubt but what the opportunity for an individual to exercise control over his own destiny is not equal for all students from all backgrounds in these times. In what ways does this influence the extent to which and ways in which counselors implement this goal?

So far, I have spoken only about role. I have tried to do so by stating commonly accepted counselor goals in career development for junior and senior high school students and then raising questions regarding goal implementation for those students seeking immediate entry into the labor market. If I have had a point to make, it is simply this: The role of the counselor has been stated so often for so long it should be eminently clear that we know what it is we are trying to do. We are not nearly so well equipped to specify how we will do that which we are trying to accomplish.

Functions of Guidance in Career Development of Junior and Senior High School Youth Headed Towards Entry into the Labor Market

There are, to be sure, almost slanderous implications regarding students in some of the questions I have raised. In order to avoid wrong impressions, let me say that very few of the students involved could be described as disadvantaged, distraught, destitute, disinterested, dull dropouts. That is, it would be most unusual to find many students faced with all the handicaps alluded to in the questions I hve raised. Some students headed towards immediate entry into the labor market are undoubtedly not referred to in any of these questions. To admit these things in no way changes the fact that we are, in referring to these students, speaking about a portion of the student body for whom problems such as I have cited could not properly be regarded as uncommon. Let us recognize this as fact and look as realistically as we can at the question of function--of ways in which we might seek to fulfill the guidance role for these students.

In spite of its nebulous nature, perhaps one of the most effective functions we could perform for these students is to care about them. To really care; not to wonder about them, or even to be concerned about them, but to really care about them as important members of society. This, of course, is an attitudinal matter for counselors to consider--one that does not result in a degree, a diploma, or even a grade, and yet is a most vital part of whatever it is we can call counselor education. For the student to see himself as worthwhile many times demands that he see this quality reflected in the attitudes and actions of those with whom he comes in contact. So many seem to credit students only when they evidence positive progress towards becoming more worthwhile. We need counselors who see students as already worthwhile when contact is first made--not a quality to be developed but one which already exists in the student because he is a human being. I can think of no more important counselor function than this.

Second, and in a more concrete way, counselors ought to function with these students by actively seeking them out. I am convinced that, unless counselors do so, many of these students will pass through--or drop out of--our secondary schools without ever having made any contact with any school counselor. There are many reasons why these students have not and will not actively seek out school counselors. Among these are: (1) They have felt counselors are neither interested in nor that they understand such students; (2) They see counselors as primarily interested in the college-bound student (many physical facilities and counselor actions reinforce this belief); (3) They are not highly verbal individuals and, therefore, do not fit into the traditional counselor expectation mold in terms of interview behavior; and (4) Many really do not see themselves as important nor do they understand why any adult figure in the school should care about them. They have ample evidence indicating that many such adult figures do not. For all these reasons, counselors should assume a more active role in making contact with these students than with many other students in the school.

Third, counselors should function by demonstration rather than by verbal actions with many of these students. We should expose them to the values of a work oriented society by letting them experience work. We should show them occupational opportunities by field visitations more than by use of printed materials. We should let them experience such concrete things as the task of completing an application blank, participating in a job interview, and looking for employment opportunities by letting them experience such activities.

Fourth, counselors should view their functions as environmental change agents which are very important in attempting to help these students. This includes many things. One example would lie in counselor attempts to influence curricular patters in secondary schools so as to better meet the educational needs of these students. A second example would be counselor relationships with teachers designed to help plan such specific activities through which one or more of these students could experience success. A third example would be counselor contacts with the parents of these students. Such contacts may be among the most helpful things counselors could do to help foster favorable environmental conditions for students. Finally, counselor contacts with out-of-school groups, including prospective employers, youth centers, and service clubs hold potential for changing environmental opportunities for these youth in positive ways.

Fifth, counselors should function effectively as information resource agents for these students. Relatively speaking, after leaving school these students can be expected to find their first employment a shorter distance from home than do those students who complete some form of post-high school education or training as preparation for employment. The need for local occupational information pertaining to entry job opportunities is obvious. Equally obvious is the need for information regarding such very practical matters as labor union practices, operations of the public employment office, and opportunities for job re-training available on a local and/or wider geographic basis. Information regarding employer expectations regarding work habits is vital to communicate to these students. As with earlier cited examples, the more of this information which can be communicated by demonstration, the better. It is obvious that some of it should be in the form of printed literature prepared locally for local distribution.

Sixth, the counselor should function in helping these students discover the kinds of things they can do and can reasonably be expected to learn to do. Hopefully, strong vocational education programs will be in existence which, in part, are directed towards meeting training needs of these students. Such programs will have provided these students with rudimentary skills required for a variety of occupations and specific skill training in more than one particular occupational area. Armed with such information along with information about employment opportunities--particularly at the local level--the student is faced with making some decisions regarding his post-high school employment plans. This is certainly a counselor function which needs to be closely examined for these students.

My concern here is with a search for a different set of specific helping goals than might be used with other students. My worry lies in the necessity for recognizing that these students are those most likely to undergo frequent occupational changes during their adult working lives. Moreover, when compared with other students in the high school, they are the ones who must make their initial vocational decisions fastest. They are the least likely to enter occupations in a career chain representing clear lines of advancement from the lowest entry level to a top management position. The specific counselor functions involved in helping these students make plans must surely be different. The question is, how and in what ways should these differences be viewed?

Answers to this question must surely be regarded as tentative and in need of serious research study. Yet, unless some answers are proposed, the basis for needed studies will remain unclear. I would suggest that perhaps the most helpful approach would involve:
(a) Emphasizing as much as possible the variety of types of occupations the student could consider with the skills he has; (b) Trying to determine and help the student determine as clearly as possible what he hopes to gain from working; (c) Recognizing openly that the initial occupation the student enters may not be the one he stays with for a long time; (d) Bringing job choice as well as occupational choice into the discussion in as specific a fashion as possible;
(e) Emphasizing job opportunities in the local community in concrete terms; (f) Acquainting the student with resources for job hunting if he moves from the local community to another setting; and (g) Emphasizing short-term goals relatively more than long-term occupational goals.

It could be very forcibly argued that such an approach contradicts guidance goals associated with freedom for the individual and maximizing the variety of opportunities from which he can choose. I hold those goals as strongly as anyone and would not propose this functional approach as a means of de-emphasizing them. Rather, I am simply thinking in terms of realities which these students face and realistic considerations with respect to how counselors might function so as to help these students most. I would hope that ideas such as these can shortly be subjected to experimental tests so that we will be able to operate on the basis of knowledge rather than thoughts.

Finally, the counselor should function as one who visits with and listens to these students as they attempt to work out their identity of being and purpose. To find an adult counselor with time to listen and who is truly interested in the student as a person would be a tremendously valuable experience for these students. They cannot be expected to feel they are important unless someone else demonstrates his belief that they are. Again, the key here probably lies more in demonstrated behavior than in verbal exchanges between counselor and student. It may take place in the counselor's office, but I suspect it may just as well take place during a field visit, in the shop, or in the hall. Again, I have no experimental evidence to back up my assumptions, but I suspect with these students a series of shorter contacts--perhaps only ten to fifteen minutes in length--may be more fruitful than hour-long formal counseling sessions. It is a hunch that could be subjected to experimental test.

Approaches to Guidance in Career Development of Junior and Senior High School Youth Headed Towards Entry into The Labor Market

As a final part of this presentation, I have been asked to comment on approaches to guidance for these youth. Since I know even less about this than about function, accomplishment of this assignment should not take long.

There seems little doubt but what guidance for these youth should certainly be organized as a schoolwide set of activities involving classroom teachers as well as counselors. One of the serious strategic errors we have made in the past is to think of the vocational education teacher as more of a key in this area than is the so-called "academic" teacher. It is almost as though we were admitting that vocational education teachers are needed to combat the tendency of the "academic" teachers to discourage, disappoint, and disillusion these students both with respect to themselves and to the school. So long as such a notion is held, the students cannot win. The time has come to regard the teacher of English as much responsible for guidance of these students as the teacher of welding.

True, their responsibilities differ somewhat in kind in that the teacher of English has the task of helping the student learn English which he can use to the very best of his ability. In addition to such general tasks, the shop teacher has the additional charge of helping students discover and develop various kinds of occupational skills. This does not make one more important in guidance than the other.

The basic point is simply this. There is no sensible way we can think about effective programs of guidance for these students unless classroom teachers are willing to be active participants along with counselors in the guidance program. It seems to me this old and time-honored principle of guidance is perhaps more basic to recognize for these students than for any other segment of the total student population.

Similarly, guidance programs for these students should certainly be organized so as to utilize community resources for guidance. These resources include both physical facilities--such as industrial plants--and people. The use of industrial workers as adult role models would seem particularly appropriate when one thinks of community resources for guidance.

It seems to me that the use of sub-professionals in guidance may be most appropriate for these students. I am thinking here particularly of people who may truly serve as a young, adult friend, of people who take students on field visits, who make contacts with parents of students, and who serve as liason function with employers both prior to hiring the student and during the first year or so the student is one the job. To those who would contend this is supplying too much help to the student (and thereby keeping the student from caring for himself) I would say I think they are wrong. We have applied a "sink-or-swim" philosophy of guidance to these students for much too long--and far too many of them have, as a result, "sunk." Perhaps this view of the possible use of sub-professionals in guidance will not work; we will not know until we have tried. We do know that what we hve tried in the past has not worked. The youth unemployment figures are all too dramatic an illustration of the truth of this statement.

Perhaps most strategic organizational principles for guidance of these students are to be found in the patterns of course and curricular offerings available to them from the beginning of junior high school through all of the senior high school program. This, of course, is a completely separate topic and one slated for major discussion later in this workshop. I mention it here only to illustrate that I recognize its basic importance and the need to view guidance organization from this perspective.

Closing Remarks

This presentation began by very quickly focusing attention on a minority of the secondary school student population--those students who will seek immediate employment in the labor market upon leaving the secondary school. The utility of the entire presentation hinges on the extent to which my views that these students should constitute a relatively small minority is accepted by those who consider these remarks. I think it can be defended. Following this purposeful narrowing of purpose, I commented on the task to be accomplished by viewing guidance role as a series of goals held for these youth--goals which, while essentially the same as those held for all other youth, may appropriately be considered as more difficult to attain for these youth than for others. I then commented briefly on ways we might seek to accomplish these goals and closed with a very few thoughts regarding organizational structures for guidance.

These remarks are intended to illustrate both my ignorance and certain of my convictions. My areas of ignorance have been clearly illustrated and require no further elaboration. My basic convictions behind what I have said here can be summarized in this way. I am convinced that these youth are too vitally important to American society for us to ignore. I am convinced that they have been essentially ignored for far too long. I am also convinced that the goals of guidance are intended as much for these youth as for any others in the schools. I am convinced that some variations in guidance functions will be required to meet the guidance needs of these youth. I am convinced that basic changes are needed in the entire system of American public school education if the needs of these youth are to be met. Finally, I am convinced that we can, we must, and we shall find better ways of helping these very important persons. We cannot be in favor of progress and opposed to change at the same time. We, too, must change. It is the time to do so.

"Characteristics of Different Sub-Populations That Make up The School"

Raymond Payne, Professor of Sociology, University of Georgia

A short time ago I asked a training group of experienced counselors a direct question: "What do you need to know about a person in order to work with him effectively?" Of course, by "person" it was understood that I meant "pupil," or "student," as I shall proceed to call him. By "working with," I meant "working in the counselor-student situation." And I was and remain certain that all members of the group understood these to be my meanings.

One man responded directly to my question: "Nothing. I take each person as an individual and work with him from there."

Now, taken on its face, that statement might sound pretty silly. However, taken in context, and with the implications inherent therein, it may contain considerable sense. The tragedy may be that the spokesman and perhaps myriad other counselors make the same statement to themselves and believe themselves, without seeing its inherent fallacy (I shall return to this point twice before we're through here today).

Suppose an individual youngster did appear at the counselor's door. Oh, yes, that very conscientious (and possibly very good) counselor might, as he said, take that person as an individual and proceed from there. Note that I say might, and I introduce some doubt here because I believe the counselor much more likely to take the youngster from the start as a member of a set of overlapping groupings, categories, and populations, and will proceed on the basis of what he, the counselor, knows about those categories and how they interact and manifest themselves when they are represented as a set in the life of a single individual.

The net result is that, from the start, the counselor takes his individual as such, yes, but as a member of the "boy" category, the low-middle income category, the white category, the big-for-his-age category, the rural category, and so forth, and his first actions toward that individual will therefore be based upon the stereotypes, the mental pictures carried by the counselor concerning the nature and expected behavior of members of those categories, but most particularly upon the stereotypes he carries in his head concerning the person who is thought to occupy this particular set of group memberships. He may be right or wrong, but nonetheless, his approach will be based upon categoric streotypes, not upon new, experience-free impressions, not upon data which emerges from the situation alone, but upon date brought into the situation by the counselor in the form of knowledge of, suspicion of, beliefs about, prejudices toward the client's membership groupings.

To do so, to initiate action toward another on the basis of categoric stereotypes is, of course, universally human, and perhaps (I believe it to be so) distinctively human. Perhaps there is no other way. It has long been known as the result of philosophical, phychological, and sociological study that man is classifing and categorizing animal, that he reacts and acts toward classes of objects when dealing with what he perceives to be an individual member of a perceived class, and that, when dealing with the single object of a given class, the human then applies categoric generalizations to that individual case.

This process is called deduction, of course, and is as characteristically human as any other of mankind's actions. In fact, such behavior is a great part of being what is called the "rational animal," the other part being induction, the process by which the human achieves and adjusts his categoric generalizations in the first place. Being an engineer, as it were, a counselor finds his professional activities dominated by deduction, rather than by induction, as would be the case if he were primarily a scientist and therefore committed to the derivation and refinement of generalizations about objects and classes of objects.

The good counselor will, of course, "hang loose" during the opening phases of the operation, and be ready to amend the first organization of his impressions in light of individual, idiosyncratic data as they flow out of the situation, and this "hanging loose" to be ready to amend, adjust, and otherwise tailor the mental image of the person in light of new data is, perhaps, what my friend, the experienced counselor mentioned earlier meant by, "taking each person as an individual." At least that is what I hope he meant. Otherwise, we must say that we have on our hands a counselor who is naive and generally lacking in understandings of what he is about, and therefore probably unable to gain much control over his situation because he is generally lacking in insight into the dynamics of that situation.

Another experienced counselor in the same group objected to the statement, too. His answer was not that he did not need information about a youngster in order to work with him. He said, "All I need to know is what English section he belongs too." This counselor was thus saying that he approaches a youngster with a picture in his head of the typical member of a given section because he knows a great deal about the system of sections and how each is constituted. Now, I don't know much about that, but I assume that there is a formula in any particular school so that three or four (maybe more, maybe fewer) factors are entered, the wheels go around, and the students are spun out in categories--categories such as "gifted," "average," "stupid," and "worthless"--or the equivalents--so that when the counselor is given the code number of the English section, he knows immediately a great deal indeed about him: IQ category, relative capacity to use his language, and most likely (since such matters frequently loom largely in the sectioning of high school students) something about general attitudes toward school, teachers, authority, the community, and toward himself, and most certainly something about the student's level of accomplishment in his own world of endeavor.

So the counselor was right: one would hardly lack for starting points if he were given the client's English section, granting that the counselor was fully aware of the manner in which the sectioning takes place in his school.

But no matter how functional this process might be--basing one's judgments upon the school's sectioning system--I don't fully like it. It is too pat, too highly subject to sampling error, and, if I were a counselor, I'd think that such a procedure would take too much of the control out of my hands. I would want to do my own sectioning, as it were.

Let us admit, however, that these statements and others which share with them a reliance upon a minimum of background, categoric, community, and personal information about student-clients--while perhaps not fully reflecting the amount actually used--nonetheless have something to recommend them. Such procedures certainly help avoid the over-stereotyping of people. Over-stereotyping--assuming that one knows ahead of time all that one needs to proceed with interaction simply because one knows the individual's categoric configuration--is the great bugaboo of any sort of working with people.

Even the thought that membership in a given section of English can cause one to rely upon one's own assumption of knowledge of members of that section, and therefore cause one to move ahead without probing, with listening, without listening, without seeing the "case" in its individual, idiosyncratic aspects is offensive. One may be so blinded by his own ideas and assumptions about a category of persons that he can't see its members.

I believe that if I were to attempt a summary at this point--and if I were able to be honest with myself and you--I would have to say I have been apparently contradictory in that I have talked about two possibilities: (1) that counselors may pay too little attention to the categories and sub-populations in school, and (2) that they might err by paying too much attention and therefore over-stereotype their student-clients. This is, however, only an apparent contradiction, since I am inferring all the while that there is a middle ground, an out, a procedure which will avoid the undesirable consequences of either of these extreme approaches.

This "out" would lie somewhere in the area of good knowledge of the sub-populations of students and the community, and the appropriate application of this knowledge in counseling.

It may even appear trite to state bluntly that a counselor needs to know about the group structure of his student body, but listen! Another member of that experienced-counselor group related this incident: a boy had moved into the higher income portion of a large city and had entered the local high school last September. Well before Christmas, the boy had been into several kinds of trouble, and was generally dissatisfied with the school, and vice versa. The counselor had tried to work out the trouble, and spent much time trying to explain the trouble on the basis of personal characteristics, relationships with teachers, attitudes toward authority, and other usual stand-bys. The boy was eager to leave his family and move back to Columbus to live with his Grandmother. "Oh boy," said our counselor-friend, "now we're getting some place!" (I can almost see him smacking his lips--you know: father rejection, abnormal psycho-social development, all that! Nope, it didn't work out quite that way. Actually, one day during an interview with the youngster, he finally came out with it and I assume, as did the counselor, that this was indeed the problem)--"This damn school has just two groups," said the troubled boy, "hoods and snobs--and I'm not neither of those!"

Our friend said that when he finally looked around using, as it were, the boy's eyes, he saw just that: a tight social organization--informal--of his school full of well-to-do kids. There were indeed only two sub-populations arrayed along that particular dimension, and these were indeed snobs and hoods when viewed through the eyes of one who was neither a snob nor a hood. Two closed groups, with the newcomer left outside both, sitting between them, on the margins of both, without a group home, without a group to call his own.

You know well enough what it means for a youngster to be marginal--without a group. In this case and in possibly numerous others, it would have been extremely important in working with the individual to know about the informal group structure of the school, not because the individual youngster belonged to one or more of the sub-populations, but precisely because he did not belong to any. There are, of course, other situations when it would be of value to counselors to know about the group structure of the school in dealing with individuals who are non-members. I am thinking especially of other marginal persons--that is, persons who are marginal for other reasons. One of these could be the youngster who has rejected his membership grouping (social class, racial, ethnic, income, attitudinal group, etc.) and is aspiring to membership in another group, but has not yet been accepted by the second group. In this case, the second group serves as the reference group for the individual, which is to say that the person is referring himself to the second group and is being controlled more by its norms than by the norms of his membership group. Therefore, one might gain little understanding of him by knowing simply the group to which he belongs, regardless of how much one knows about that group. Actually, such a marginal youngster could be understood only by knowing how he is related aspirationally to the entire system of groupings within the school.

Parenthetically, I might say that reference group theory has helped me understand better than any other system of explanation certain social phenomena. One, of course, is what sustains the person who has launched himself into the stream of upward social mobility. How can he exist and persist, once he has voluntarily cut functional relationships with his group of origin--social class, ethnic group, educational category, etc.? It is hard to believe that the person who has launched himself and certainly knows full well that he can never go home again, as the saying has it, but who has not yet achieved safety within the target grouping, can be happy, can proceed. But empirically the answer turns out to be that he is sustained by the sense of achievement of movement along his chosen path toward a perceived goal, however remote and nearly impossible that chosen path, toward a perceived goal, may appear. Movement is substituted for belonging as a sustaining and satisfying factor. Now, just try to handle persons in this condition without first knowing a hell of a lot more about your people than what English sections they belong to! Just try, if you dare!

I believe the old, often or usually unspoken motto of the public school was to treat all children alike. Oh, yes, I know all the fine talk about treating each child as an individual, as a unique person, and I know we have paid lip service to the latter approach in recent years. But I still believe that overriding this objective has been the belief that in a democracy the public school should not make distinctions between and among students on the basis of group membership, social class level, and the like.

And I also believe that the public school has probably come much closer to this ideal than has any other social institution. But that does not say that it came even close to the ideal. Nonetheless, the ideal prevailed (and probably still prevails) at the verbal level even while it was being violated more or less extensively in practice. Now, when there is emerging from the empirical and theoretical developments of modern behavioral disciplines some rational and theoretical reasons to categorize, distinguish, differentiate to achieve better learning and personal development, it may be that we are blocked by survival forms of the old verbal ideal and can't move toward application of better procedures in teaching.

I think I know why this is so: earlier, when teachers found themselves surreptitiously differentiating between students on the basis of social class, ethnic or racial categoric classifications or the like, they felt guilty, because they usually knew darn well that the reasons for doing so were fully suspect within democratic, humanistic, and ethical frameworks of meaning and value. Now, I think, when we have become aware of fully legitimate reasons--indeed impelling reasons--for categorizing along new lines in order to further the objectives of democratic society, the old guilt comes pouring in just as if we were about to do it for the old, wrong reasons. This, then, may be a hang-up among teachers which prevents them from taking the next logical step to improve their effectiveness as good teachers.

I have already referred to several sub-populations which might exist within a school, and which might serve as membership groups, reference groups, identifying categories and the like for students, and knowledge about which would help in dealing with students. Among those already named were social classes, racial and ethnic categories, aspirational categories, achievement classes, and others. Some not mentioned, which might have been, are the band members, teams, staffs of the paper and the annual, the play cast, as well as members and non-members of student organizations, both legitimate and illegitimate. You could probably name a lot more.

Not much has been said about how to discover, delineate, and describe the network of significant sub-populations in the school, and I intend that not much will be said here. That falls within the realm of technique and method for which there are numerous, readily available, good sources. So, I will trust the person who desires such information to search out these sources or get appropriate help in searching out the sources. I will be very explicit in the statements of don'ts, however: don't trust your own informal impressionistic conclusions about these matters. Unless you are highly trained in the technical procedures of analyzing social systems you will not be able to discern sufficiently and appropriately these things by informal, unstructured procedures. A counselor wouldn't dare attempt to analyze a person's attitudes, aptitudes, or motivations without being trained to do so and without using appropriate instruments (at least I hope you wouldn't!) and by the same token I would hope you wouldn't attempt the analysis of something as complex as a social system without the necessary technical knowledge and instruments. In like manner, don't trust your neighbor, colleague, or fellow-teacher, even though he is convinced that he knows all about the system. And don't trust general knowledge. It's generally not worth a damn. One thing I've learned from sociological experiences through the years is that what everybody has known forever is the very thing that is most likely to be untrue.

We in education are in the business of trying to change behavior. In this task we are aiming at individuals. That is, we are trying to get each individual to change and adapt his behavior. But we are trying to accomplish this by working with those individuals in groups. I would guess that this is not historical accident, but the result of having discovered that the best (perhaps only) way to accomplish our recognized goal is to use the group and group processes as resources in effecting the change.

Another way of saying this is that it is the person's experience in and in reference to groups which brings about the change. Would it be possible, then, for educators to know too much about these groups, and about their actual and potential influences and effects upon our target individuals? I think not, and to say that one needs no such group knowledge is to be grossly in error concerning our plight and our potential.

Another of the members of the training group told us an interesting fact. He was pointing out what we have all told ourselves and each other for a long time now, that we should consider our students within the larger community context. Then he pointed out that his school is one of two large high schools in his city and that only a portion (roughly half) of the city's in-school youngsters of high school age were in his particular school.

This would lead one to suspect that the in-school group structure would not be an accurate reflection of the community's group structure. And indeed this was the case. For instance, his school had relatively large categories of lower and upper-middle class youngsters, while the other school had a relatively heavy concentration of middle and lower-middle class kids, the differences arising largely from the historical accidents of districting, urban growth, industrialization patterns, and so forth. Now, the point is that the approach to persons in a given school must take into account not only the way in which relevant groupings and subpopulations appear within the school but also the manner in which this configuration corresponds with the pattern within the larger community setting.

This was just one more reminder that the school does not exist within a social vacuum--it exists within an on-going network of social systems and sub-systems, and each student is having experiences outside the school within and in relation to these non-school systems and sub-systems--something else school people must know about and take into account when looking across the desk at a given student.

And another caution: all of these things change (Oh, perhaps not as rapidly as we sometimes say and think, but rapidly nonetheless) and therefore it is necessary to check every once in a while to see whether sufficient change has taken place to call for ammendations in approaches and in procedures.

For instance, it was probably nearly appropriate some time ago to have the school band wave the confederate flag and play Dixie and give the rebel yell at the football games. I personally don't think it was ever even remotely appropriate that schools should teach such behavior, or even condone it, but for the sake of avoiding argument, and for the sake of an example I may say that it may have been more nearly appropriate some time ago than now, simply because the sub-populations (categoric, attitudinal, etc.) in the school have undergone changes. It looks pretty silly to see a band leader paid by a state of the United States teaching the rebel yell to members of the new sub-population of students which we still call Negroes, to that category of students who are newcomers to the South, and to yet another sub-population of young Americans who are being socialized, supposedly to live in a large, free society under the stars and stripes. An example par excellence, I should say, of the need to change procedures because of the changing composition of the school system.

I will conclude this by talking briefly about a proposal for discovering significant categories and sub-populations of students, a procedure which might very well pay greater dividends in enhanced learning and human development than we have ever witnessed as the result of categorizing by intelligence, achievement, motivation, or any of the old methods. This might be to search out personality populations, and design approaches adapted to the teaching (to working with, that is) the different personality sub-populations. I have only begun to challenge schools--and I am fully convinced that there will be no more favorable response from schools than from prisons, and for the same reasons, but here goes anyway!

There are probably different types of personalities in your school, based upon the particular way in which each approaches life, upon the differences among the "life strategies" of the students. I don't think a perfect, or even nearly perfect personality typology exists at this time, so part of my challenge is for school people to call for the development and perfection of such.

I'm sure, regardless of how such categories (types) were to be worked out, it would be possible to identify a category of youngsters who might be called "submissive," and would characteristically lack initiative, would live by authority, would have little agression, either overt or covert. These persons might be predominately of one general intelligence level, but I doubt it, and it would certainly be more profitable to deal with them on the total personality configuration rather than on the basis of such a partial trait as intelligence, single attitude, or such.

Also, there would probably emerge a category of "adaptives," who could adjust with relative ease to various situations, please others most of the time, get high but not the highest grades, lead well but who would not fight for leadership positions, and who would not mind too much compromising a principle or two if it were necessary to get what they want. I hold that these people should be worked with (taught) by methods markedly different from methods which would work best with the first personality sub-population mentioned first above.

We might dream of other possible personality sub-populations: there might be the "agressives" who are hung-up in their management of authority and in their attitudes toward power, who strike out at blockages, and so forth. Here we would need a third and different approach. And a fourth would be advisable for that set of persons who usually set high goals, achieve above expectations based upon IQ, don't care too much for their own achievement, correct a stupid teacher or two once in a while--we might call them "self-directives" as did one set of researchers. And there would be other categories, but not many more.

The overall recommended approach would be not to convert all these types into one desired type, as many school procedures appear to have been designed to do--you can't do that--but instead to try to develop the agressive person into an agressive citizen who can realize his highest potential, the submissive into a submissive citizen who can also realize his highest potential. Likewise, for the self-directives and the adaptives--the normal community has all these categories and needs all of them.

I will not attempt a full summary, but to touch a few points: I have insisted that one needs to know about the sub-populations existing within the school, how this system of sub-populations compares with the distribution of the same (and other) categories within the larger community, that deriving reliable and meaningful information of these sorts is no job for even the well-meaning hack and fold approaches will not suffice.

I have also said that one possessing appropriate knowledge about social structures might misuse such information, especially by overstereotyping individuals on the basis of categoric conclusions. Especially in danger of being damaging in this process is the youngster who has launched himself into the stream of upward social mobility because he might be held back by the too rigid application of group attitudes.

In conclusion, I propose the development of a personality typology to be used as the basis for categorizing those with whom we work.

"Role, Function, and Approaches for Vocational Education in Career Development of Youth from Junior High through Senior High School"

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Central purpose of Education

There are focuses at work in the world which have the power to truly produce a "great society"--one beyond our fondest dreams, or they can utterly destroy the world. In today's changing social and economic environment, work continues to be the major factor which determines an individual's role in society. The increasing complexity of new knowledge in science and technology to the occupational processes, now makes it imperative that all people be adequately prepared for their vocational career.

The "key" that will determine an individual's success in the "world of work" and the course of our civilization rests largely with the educational processes which mold the rational minds of mankind. It is generally agreed that the mental powers of people are playing an expanding role in social and economic development. They are basic to the realization of individual dignity, human progress, and even national survival.

To help every person develop these mental powers is, thus, a tremendously important goal of education. It will increase in significance as new knowledge, generated by advances in science and technology, effect evolving changes in our way of life. The trends in science and technology, and in our social and economic affairs are placing new and greater responsibility upon our educational system. It is expected that knowledge will continue to expand rapidly and that evolving technological developments will be accelerated. While everyone will be affected by these trends, the rate of change will continue to have a varying effect on the population as a whole; and our educational system will be expected to help individuals and groups adjust to the changes which affect them.

The central purpose of education in a democratic society is to develop the capacities which will enable each person to manage himself in the most effective manner. The function of education is not only to enable people to adjust to their social and economic evironment, but to change the environment when necessary to the end that the greatest and most enduring satisfaction may accrue to each person and to society. The fulfullment of this function will depend largely upon our ability to develop and help each person develop his capacities so that he can make his maximum contribution to society and, in turn, reap the full benefits of what society has to offer. Our society makes certain demands of its members. Every normal person is entitled to acquire as his birthright an education that will enable him to meet the demands which society imposes on him.

The primary purpose of education in this country is to foster and promote the fullest individual self-realization for all of our people. Achieving this goal requires an understanding of and commitment to the propositon that education is an essential instrument for social and economic advancement and human welfare.

Role of Vocational Education

Public education is shaped by the dynamic forces for change--forces geared to the accelerating developments in science and technology.

These forces are demanding change in all aspects of education--changes which will be continuous. The educational system must be prepared to adapt continuously to the new needs and demands of a changing society. It is imperative that the objectives of education serve the growing pressures for self-determination, equal individual rights, and expanding educational requirements of a changing social and economic environment.

Little or no progress can be made in developing an effective educational system unless those who do the planning have a sound and accepted philosophy of education. Any sound philosophy of public education must include vocational education as a definite part of the total concept. A functioning philosophy of vocational education must be in harmony with and support the philosophy of the whole of public school education.

A philosophy of education that includes vocational education as a definite part of the total picture recognizes that nearly all people in our country have problems in: (1) making one or more vocational choices, (2) preparing for a vocation, (3) entering upon a vocational pursuit, and (4) making progress in a vocation. All problems in making a vocational choice and in preparing for, entering upon, and progressing in a vocation are vocational problems.

A vocation is one's work. The nature of one's work determines to a large measure the nature of one's life. Every vocation has its economic aspect, the production of goods or services of economic value. The development of vocations has increased the amount and quality of goods and services now available for all mankind. It must continue this trend. How crude our goods and services would be, and how limited the supply of them, without the divisions of labor and the consequent specialization in it, which are the underlying forces of vocational development.

Psychologists indicate that a man's work--his vocation--is the most important aspect of his life and that nearly all other experiences revolve around it. This would suggest that in meeting the basic needs of people an essential factor is a job, a vocation--one that matches the abilities, aptitudes, and interests of the individual, challenges his abilities, and gives him satisfaction. To the degree that this is true, the individual is able to lead a productive and satisfying life.

The guiding purpose of vocational education is to develop the competencies needed to enter or advance in a vocation. The educational process should aid individuals in discovering their vocational problems and in developing the specific abilities needed for vocational success--for the sake of the individual and of society. This is the business of vocational education.

Function of Vocational Education

Vocational education deals with the "problems of vocation." They are different from one vocation to another and should be dealt with accordingly. It requires teachers, guidance counselors, and other educators who can recognize these differences and who are prepared to handle them. Occupational information and occupational content must be appropriate to the occupational area for which persons are being vocationally educated. Today this applies to almost everyone because they will be making plans to secure employment. The extent to which people make appropriate vocational choices, become vocationally educated, and perform satisfactorily in their vocations will determine the extent to which they will be able to fulfill their proper function in society.

In assessing the importance of vocational education to the individual, to the educational system, and to society as a whole, the following statements should serve as a useful criteria:

1. Most people spend a large part of their productive life in vocational pursuits (approximately 45 years).
2. From one's vocational activities he provides for himself and those dependent on him.
3. Vocational efficiency determines in no small measure the success and satisfaction in other life activities. Economic ends are closely related to the other ends of life.
4. Occupational adjustment pre-supposes that vocational education contributes to the needs of both the individual and the community.
5. Vocational education should be adapted to the needs and resources of the community served.
6. In-school vocational education should be offered in the light of adequate vocational guidance.
7. Command of the fundamental processes--health,character, and a sound philosophy of life--is basic to vocational competency.
8. In the future, youth will tend to remain in school until they have acquired marketable skills, and until vocations are ready to use them.
9. Vocations change, the economic life of a community changes, and individuals change. Thus, there must be continuous vocational education for persons out of school.
10. Schools offering programs in vocational education develop vocational competencies to the extent that:

    a. they provide appropriate guidance services to students,
    b. they provide specific vocational education in the fields most frequently entered by the students,
    c. they provide opportunities for appropriate supervised work experiences, and
    d. they develop command of the fundamental processes used both in vocations and non-vocational activities.

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In addressing ourselves to the function of vocational education in the total education system, we immediately recognize the existence of a two-pronged problem--one is hopefully a short-term problem which can be greatly reduced or eliminated if weaknesses in the educational system can be corrected. The other requires long-range attention.

The short-term problem pertains to persons who have left school without marketable vocational skills. The students who are dropping out of high school and college before completion, those who are completing high school, and adults who are unemployed or underemployed and lack appropriate occupational knowledge and skills needed for gainful employment must be stimulated to enroll in vocational education programs designed to help them develop sufficient knowledge and skills so they can become satisfactorily employed and play a useful role in society. Such programs at best must be classified as remedial or "band-aid" programs. Too much water has gone under the dam for these people to make up for lost time and gain the advantages possible through continuing education.

The long-range problem relates to the growing demands for a massive and immediate reorientation and reorganization of the entire educational system--from Head Start through higher education--to more effectively meet the needs of all individuals it is expected to serve. The most critical and urgent need emerging on the American scene is to prepare youth and adults for effective employment in society. Hopefully, a satisfactory solution to this problem will stimulate students to continue in school until they have attained realistic occupational goals which will asure them successful entry into the world of work. A satisfactory solution to this problem should reduce the need for short-range remedial programs of occupational education. In this presentation, the long-range problems associated with the challenge for change in the regular educational system is given emphasis.

In considering the long-range problem of developing an effective public school system to serve those who should benefit from it, one needs to be guided by sound principles. The Summer Study Group on Occupational, Vocational, and Technical Education which met at the Massachusetts Institute of Technology in 1965, proposed the following set of guiding principles for education revision:

1. Preparation of useful, gainful, and satisfying occupation or employment should be one of the objectives of the education of all youth.
2. Certain facts, concepts, skills, attitudes, and processes of vocational-occupational education are relevant to all education and should be experienced by pupils at all educational levels.
3. Education should be conceived in terms of an open-ended sequence of goals, and not as a terminal process.
4. Education for specific vocational competence should provide for built-in versatility and flexibility to assure that students acquire understanding, knowledge, and skills that are transferable

5. Vocational-occupational education should be considered part of the entire process of education, and therefore, should be concerned with all the capacities of all individual--intellectual, manipulative, social, and creative.
5. Education in school can at best provide only part of the total vocational competence of an individual, shortening and making more effective pre-job and on-the-job education by the employer.

New Approaches for Vocational Education

In considering new approaches for vocational education in the career development of youth, it is significant to recognize the fact that the educational process (to learn) is a growth process on the part of each individual which starts almost from birth and continues throughout life. Learning is a process and a product. One uses his learnings (product) in the learning process to acquire additional learnings. This fact is significant in reorienting and reorganizing the educational system. It emphasizes the importance of a sound basic education oriented to individual interests, needs, aptitudes, and proper attention to the need for occupational education and the vocational aspects of guidance in the continuing education process.

Thus, the prevading question that confronts us, as we attempt to conceptualize ways and means of re-organizing school operations as to make possible more effective educational opportunities for all the people to be served, is what over-all educational pattern and structure can best provide opportunities for the career development of all youth.

Is it feasible and possible to apply the principles just mentioned in the real world of educational operation? Should they apply to the entire educational system? At what level should occupational education and the vocational aspects of guidance be introduced? Such occupational information and occupational concepts be introduced in the elementary and junior high schools? Should they be extended beyond high school?

If these principles are to be applied, new or modified educational patterns must be developed. It is recognized that many successful patterns may be developed. We need a lot of creative thinking and innovation in this area. However, I shall attempt to explain only one concept which may stimulate your thinking and whet your appetite to discover others. The productivity of our educational system must be increased through the use of new and improved educational patterns, learning methods, and teaching techniques. We should be able to develop a system of public education that will make it impossible for a normal child to reach maturity lacking the ability to read and write and hold a job that is commensurate with his interests, needs and capabilities. This will require continuing reappraisal and reorientation of the entire educational system.

The entire curricula of elementary, secondary, and post-secondary education need to be critically appraised, revised, and redirected so as to improve and expand the opportunities of all youth so they can participate in a realistic and continuing program of vocational and technical education geared to their aspirations, abilities, and needs. The holding power of the schools must be increased at all levels with more opportunity for broadly oriented basic and vocational education experiences, supported by effective counseling and guidance services, thus, decreasing the high percentage of dropouts and the growing need for remedial "stopgap" programs.

The entire curricula needs to be learner-oriented rather than subject-centered. It must have built in a motivational thread which runs through the entire program from "Head Start" to post-secondary education. Perhaps the motivational factor to which all other educational experiences should relate and be relevant is that of career oriented or behavioral objectives. In the early years of schooling these objectives will be largely personal and in the realm of fantasy. However, they can be meaningful and relevant to the child and serve a useful purpose. They need to foster and sustain his interest in obtaining an education which will prepare him for meaningful career objectives and for a wholesome life.

As a child progresses in school, his interests and aspirations should gradually become oriented to the real world in which he will be expected to attain his career objective and become an effective member of society. Perhaps the early elementary grades should provide each child with sound basic education, which includes the fundamentals upon which later educational experiences must depend and the motivation needed to keep him striving for continuing education oriented to worthwhile behavioral objectives. Grades seven through ten or twelve should provide opportunities for some common learnings by all students and offer some more sharply oriented vocational education for certain students who expect to find a job upon graduation from high school. The common learnings important to all students should include language skills, social studies, computational skills, science, art, music, literature, physical education, health education, and vocational education. Within the scope of common vocational learnings, facts about their characteristics have value and relevance in the lives of all students and should not be restricted to only one group of students. Vocational learnings for all students should include concepts about their total environment which will help them make sound vocational decisions. The interaction between technology and society, the role of money in the economy, and features of business such as risk and economic security are applicable to many actual life experiences.

Because people can best be prepared to adjust readily within a changing technology by flexible and expandable patterns of education, the development of all capabilities of each individual is essential. Therefore, a continuing purpose of the educational process should be to constantly explore and expand each individual's innate capabilities.

In light of the assumed need for a reorientation and reorganization of the entire educational system so as to make it more learner centered, and the need for certain common vocational learnings by all students, it is suggested that students in grades seven and eight should be introduced to the economic system and given an opportunity to understand its significance to the well being of the family. They should be led to see the importance of people preparing themselves for employment in the economic system. They should be caused to realize that their parents are now employed in the system and their pay checks which support the family is earned for their work in the system. They should be led to understand that they will be expected to find employment in the system when they become adults, and it is important that they make a wise vocational choice and receive adequate preparation for it.

It is suggested that all students in the ninth and tenth grades should be thoroughly oriented to the occupational structure of the economic system and given an opportunity to explore the broad range of occupational areas before they make definite decisions which will set the whole course of their lives. They should have ample opportunity to engage in a number of work experiences in shops, offices, laboratories, and other potential work stations made available by the school. Their experiences should also include trips to places of business, industry, and other job locations and visits of employer representatives to the school. These experiences should be intended to provide adequate information about a number of specific vocations, which could be selected to match the vocational aspirations, aptitudes, and needs of the students and about career opportunities in the local and national economy. This background should enable the students to determine appropriate career objectives and to make plans toward reaching them.

Education should not be considered terminal for any student. The education of all high school students should be directed toward continued education beyond high school. It is suggested that at the beginning of the eleventh grade students should have acquired sufficient background about the world of work to choose from among three types of high school programs of which there may be many variations, all of which are flexibly interrelated to allow for crossover. (1) Some students will decide that they want to go to college and prepare themselves for professional careers which require a baccalaureate degree. (2) Some will want to prepare for vocations which require additional vocational training beyond high school but less than the baccalaureate degree. They will want to prepare for continued education in a vocational school, technical school, or community college. (3) Some will want to find employment when they graduate from high school. They will need additional vocational training on a part-time basis in adult vocational education programs. The last two years of high school should provide for the preparation needed by all students to move to their next step which should be dictated by their career choice.

In the entire curriculum, academic and vocational learning should be integrated by employing vocational or career interests for the inculcation of the basic learning skills. In this way learning should be more meaningful to many students who otherwise have difficulty in seeing the value of school work. Increased attention must be placed on educational programs that will enable youth to achieve their optimum development and help in the articulation between school and occupational employment. Continued interest in school work motivated by career-oriented objectives deserves serious consideration in curriculum development and in providing counseling and guidance services.

If this curricular pattern were considered to be a feasible approach toward the reorientation and reorganization of the educational system, then a significant problem needing immediate attention would be the development of the instructional package for the three blocks indicated:

1. seventh and eighth grades
2. ninth and tenth grades
3. eleventh and twelfth grades

As you know, this approach resembles the ES-70 program which is sponsored by the U.S. Office of Education. I believe it is conceptually sound.

Counseling and Guidance Service Needed

More extensive counseling and guidance services should be provided by the public schools for each student. These services should be provided early in the elementary school and continued throughout the educational experience of the student. Effective guidance requires knowing students as individuals. It should have as its purpose discovering the special needs of individuals and seeing that they are met. This will include the acquiring of a sound basic education and vocational training in preparation for some occupational career objective. It should help all students who have special problems of educational, social, and emotional adjustment.

Vocational aspects of guidance should be an integral part of the counseling and guidance function. It has been defined as that part which provided the necessary services to help a person choose, prepare for, enter, and make progress in an occupation that is appropriate for him. Vocational education is concerned with the instruction needed to prepare him for entrance into the occupation and to make progress in it while also preparing him for inevitable changes in his employment opportunities. Thus, vocational guidance becomes an integral and important part of the total vocational education process.

Effectiveness of the vocational guidance process is influenced greatly by the number of counselors available, by their orientation, training, experience, and attitude, and by the importance of the position that the guidance program occupies in the public school system. If counseling and guidance reaches the individual at strategic times, and if the range and quality of occupational information provided by the counselor is adequate, then the choice of an occupation can be expected to be more appropriate than without such service.

It is generally agreed that the vocational aspects of guidance should begin in the upper grades of the elementary school, continue through the years of normal education, and be available to graduates and adults who are needing vocational training. A major task of the counselor should be concerned with helping youth remain in school as well as guiding them toward appropriate occupational objectives.

If vocational guidance is to be effective, it must be done in close relationship with vocational training and with placement and follow-up activities designed to check on their progress as employees, should be coordinated with the vocational teacher and the public employment service.

The problem with most school counselors relates to the same problem confronting most school systems. They are college-oriented and they have oversold the value of a college degree to the point where many students, who cannot or should not get a baccalaureate degree, view themselves as failures. Thus, orientation and practice should be replaced with a realistic understanding of and concern for all youth and adults with regard to their needs, aptitudes, and aspirations; and contact should be maintained with each individual until he has completed his formal education and has found satisfactory employment.

SECTION III

RESULTS

TEAM 1A

Full Year Exploratory Course

Resource Leader: Joe Clary - North Carolina

Team Leader: Malcom Flanagan - Georgia

Work Group Members: Merle Collins - Oklahoma
Walter L. Cox - North Carolina
Joseph Dzurenda - New Jersey
William D. Frazier - Oklahoma
Lester D. Lee - Nevada
Gene C. Rochelle - Oklahoma
Herbert Shipman - Vermont
T. N. Stephens - North Carolina

I. Description of the Model

This model calls for a year-long exploratory course to be taught as a regular part of the curriculum at grades 7, 8, or 9 by a qualified teacher. The purpose of this course is to provide students with the experience necessary for making future educational and occupational choices.

II. Objectives

A. To develop a student's self concept by helping him realistically assess his characteristics in such a way that he can relate each trait to selected vocations.
B. To explore aspects of various occupations and bring them into living focus so that each student can assess his relative merit in terms of his personal objectives.

III. Rationale

Such a course offers several possibilities:

A. It could serve to increase the holding power of the school
B. It could serve to help the school curriculum to become more meaningful to students in terms of a future goal.
C. It could provide the basis for helping the students to make future educational and occupational decisions.
D. It could serve as a means for helping the students to make maximum use of the curriculum resources available within a given school.

IV. Procedures for Accomplishing Objectives

A. Activities and Program Content

1. Introduction

   a. The teacher could have the students work with the identification of characteristics in a variety of activities.

      (1) I am interested in (intent)
      (2) I like to do (temperament)
      (3) I have the ability to (ability)
      (4) I work with (data, people, things)
      (5) I am capable of (aptitude)

2. Self-Understanding (Characteristics)

   a. Have students develop lists of characteristics or traits which can be used to describe people.
   b. Invite workers to come in to discuss their work with students. Use those common to community.
   c. Rate characteristics displayed by workers in video tapes, films, filmstrips.
   d. Classify the characteristics listed according to attitudes, aptitudes, and interests. Use field trips for students to observe characteristics displayed by worker and relate them to the classification system developed. Students should relate these characteristics to themselves.

3. Identify Jobs

   a. Have students identify jobs they know.
   b. Expand students' knowledge of jobs by using a variety of materials.

4. Explore Jobs

   a. Job involvement-actually doing.
   b. Field trips and job observation.
   c. Speakers--school and community resource personnel.
   d. Interviews.
   e. Demonstrations.
   f. Career games
   g. Community occupational survey such resources as newspapers, etc.
   h. Select a consumer product and trace it back to its original raw material, showing the interdependency of the variety of jobs to produce the product.
   i. Debates on related topics.

j. Have the class list presently known occupations which may not be available in the future, those jobs which are not available now and may be available in the future.
k. Bulletin boards.
l. Role playing.
m. Audio-visual materials.
n. Student reports.
o. Using commercial occupational lists.
p. Class committees.
q. Student organized corporations.
r. Develop outline for exploring an occupation (see the one attached as the one which a group of students developed.)

5. Attitudes, Aptitudes, Interests, Achievement

a. Have student to compare opinions of himself with results of standardized tests.

(1) Attitudinal scales
(2) Interest inventories
(3) Achievement
(4) Aptitude

b. Prepare a sample case for students that relate school achievement, test scores, and job success.
c. Have students discuss importance of attitudes toward work.

6. Integration of Occupations and Personalities

a. Have students learn positive and negative traits concerning behavior and to recognize that what is positive in one situation may not be in another.
b. Show how occupational selection is related to personality traits.
c. Describe to students the several occupational classification systems that have been founded on personality classification.
d. Have students discuss how one's occupation affects his life style.

B. Class Organization

1. Organize class into a business organization.
2. Have class committees.

a. Field trips Committee--will organize and arrange an appropriate number of field trips.
b. Committee to evaluate student progress (grades if necessary).

    - c. Job interview committee.
    - d. Audio-visual committee.
    - e. Student advisory committee.
    - f. Speaker committee.

C. Suggested Criteria for Teacher Selection

  1. They care for the student as a person and see each student as being employable.
  2. They have a background in the labor force.
  3. They have enthusiasm for the course.
  4. They are creative.
  5. They possess the ability to recognize the need for resource persons such as the counselor.
  6. They possess related formal training such as course work in Vocational Development, Occupational and Educational Information, testing, group dynamics, or a special methods course.

D. Suggested Names for the course

  1. Career Analysis
  2. Occupational Economics
  3. Introduction to Vocation
  4. Job Selection Methods
  5. Orientation to the World of Work

E. Instructional Media

  1. Chalk board
  2. Overhead projector
  3. Tape recorder
  4. Film strip projector
  5. Amplified telephone
  6. Microphone
  7. T. V., including video tape
  8. Sixteen MM movie projector
  9. Super eight--film loop--for seven-minute films

V. Evaluation Methods for Course Effectiveness

A. Construct and administer an opinionnaire to students involved.
B. Ascertain by statistical treatment if students completing this course choose their elective course in line with their abilities more frequently than do students in a control group.
C. Using a pre-test and post-test procedure for students taking this course and for a group who does not take this course, determine if the groups are significantly different in the following variables:

1. the number of occupations they can list.
2. the number of characteristics of occupations they can list.
3. the number of occupations in which they are interested.
4. the number of personal strengths they can list.

D. Using a pre-test and post-test, compare the students completing this course to a control group to determine if the experimental group tends to change their interests to conform to their aptitudes more consistently than does the control group.

E. A short-term follow-up may be conducted to determine employer ratings.

F. A long-term follow-up may be conducted five years after students complete the course in order to determine employer ratings. This would be implemented only for those in the world of work.

G. Compare the listed strengths and weaknesses to the measured strengths and weaknesses between the pre-test ratings and the post-test ratings for the experimental and control groups.

H. Prepare a rating device and ask parents, advisory committee, etc. to rate the effectiveness of course.

I. Compare the ability of students in the experimental group to the ability of students in the control group in their performance of listing personality characteristics (abilities, aptitudes, interests, temperaments) related to certain occupations.

J. Compare the job satisfaction of the experimental and control group members who drop out of school prior to graduation. (An instrument which may be useful is Brayfield and Ross's.)

K. Obtain an outside evaluation, such as persons in supervisory positions in public schools, state departments of education, the state employment service, business and industry, prior to implementation of the model.

OCCUPATIONAL EXPLORATIONS EXAMPLE

	Like	Don't Like
Job Title__________________		
1. What is the work like?__________		
2. What responsibilities would I have?__________		
3. What wages would I earn? High___Low___Average___		
4. What hours would I work? Day___Night___Per Week___		
5. What education do I need for this job? High School________ Short Course________ weeks months Technical School________ years months College___ years		
6. What will it cost to get started? Education________ Equipment______ Capital_____		

7. What are the fringe benefits?________________

Insurance____________ Retirement______________

Vacation_____________Time Off_________________

8. Where might this job be located?______________

9. Will this job be needed in the future?__________

10. What are the working conditions like?

Health_______Noise_________People______________

11. What rules must I follow while working?________

____

12. TOTAL (Likes and Don't Likes)

TEAM 1B

Full-time Counselor Who Conducts and Coordinates an Exploratory Program in Grades 7-9

Resource Leader: Joe Clary - North Carolina

Team Leader: David Winefordner - Ohio

Work Group Members: Bruce Hargrove - North Carolina
Roger McCormick - Ohio
John G. Odgers - Ohio
Curtis H. Thomasson - Alabama
James V. Wigtil - Ohio
Walter R. Boykin - Florida

I. Description of the Model

The foundation for the construction of the model presented in this section consists of a number of basic assumptions. The reader should become familiar with these assumptions so that the model can be viewed in its proper perspective.

The individual student engages in a continuous process of orientation to work as soon as he becomes aware of this demension of his environment. Regardless of whether or not he is provided the opportunity to participate in a planned program, he is oriented, though perhaps not in the most desirable fashion, to the world of work.

A career development program is only one aspect of the total school program. The instructional program, the major aspect in terms of allotted time and personnel and financial resources, includes student experiences designed to meet a broad taxonomy of educational objectives. There appears to be no conflict between general educational objectives and the specific objectives established for this model of exploratory career development program for junior high school youth.

The guidance program, another aspect of the total school program, includes a broad range of services designed to benefit the individual student. The model should be viewed as a significant component of a comprehensive junior high school guidance program rather than as constituting the total guidance program. The proposed model is predicated upon the existence of a structured program for orientation to work and career development which both precedes and follows the junior high school experience.

Successful adaptation of the model to a local school setting appears to be directly related to the availability of personnel resources. Adequate personnel must be assigned to coordinate and staff the program outlined by the model.

The flexibility inherent in the proposed model provides for its use by city, suburban, and rural schools. The basic structure is such that the model can be incorporated into any existing educational program without regard to the uniqueness of its particular setting. The career development concept has been divided into such specific components as self and relationships with others, the world of work, education and training, economic education, employability skills, and the decision-making process. Knowledge objectives and related behavioral outcomes have been identified for each of these categories. The grade level (7, 8, or 9) recommended for special emphasis has also been provided.

The fact that knowledge objectives and behavioral outcomes overlap considerably both categorically and in terms of grade level of use in no way detracts from the value of the model. Rather, the interrelatedness of the parts tends to strengthen the total structure and to provide an expedient means of implementing the model.

It is also apparent that the knowledge objectives can be achieved through the utilization of various activities which can be either teacher directed or counselor directed. A number of objectives can perhaps better be achieved through the modification of classroom instruction, while others may better be achieved through specific counselor-directed activities.

The value of the proposed model is enhanced by the fact that it remains for each local school to modify or adapt the model to fit its unique character.

II. Rationale

Many school systems in our nation provide experiences for youth in job and career planning. These experiences are usually found in the senior high school and are often characterized by short-term approaches which lack coordination and continuity. Career development theory and research indicate that the developmental approach is necessary in order to increase the opportunity for youth to learn about themselves and the world of work. The developmental approach to career choice presents certain challenges and implications for the junior high school.

In short, most experts feel that career exploration, as opposed to career selection, is the most appropriate approach to meet the developmental needs of junior high school youth. As a result, educators at the junior high level have been encouraged to:

A. develop curricular programs which are flexible in nature.
B. provide students the freedom to move and explore within the curriculum.
C. provide individual and group guidance services to improve student insights and decision-making skills.

It is the purpose of this project to provide a model for educational and vocational exploration within the career development context. The model is organized in terms of counselor, teacher, and other staff involvement, recognizing that responsibility for program coordination and participation will vary with school size and the nature of the student body. The objectives are identified on the basis of the need for inclusion in the junior high school guidance program--not as recommendations for inclusion in a single program or project such as an exploratory course.

It is recognized that various objectives and activities suggested in the model may be included within specially organized units or as exploratory courses, while others may be integrated into such ongoing aspects of the total school program as regular course content, library and audio-visual services, and/or individual counseling.

This model is designed to:

A. be part of a continuous and sequential K-12 career planning program.
B. be compatable with each local schools total program.
C. contribute to the development and self-understanding of junior high school youth.
D. provide flexibility for sex and sub-population differences.
E. involve significant community and school resources.
F. be economically feasible.

III. Detailed Presentation of the Model

A. Self and Relationships With Others

KNOWLEDGE OBJECTIVES	BEHAVIORAL OUTCOMES
1. Student gains knowledge and understanding of his aptitudes, interests, etc.	1. Development of: a. self-understanding b. self-confidence c. self-acceptance 2. Utilization of the school's pupil personnel services.
2. Knowledge of human development and individual differences.	3. Understanding of how people differ widely in their endowments of traits, abilities, attitudes, and aspirations and expresses an appreciation for the value of these differences. 4. Establishment of relationships with peer groups. 5. Use of stimuli provided by the occupational world to analyze self and the kind of person he wishes to become.

B. World of Work

1. Knowledge of the Multi-dimensional aspects of work.	1. Demonstrates appreciation of the importance of all work in our society.
2. Knowledge and understanding of the structure of the world of work in terms of: a. occupational clusters, b. industry, c. geographic factors, d. natural resources,	2. Increase acceptance of needs to relate educational planning to possible future work careers.

e. economic factors, f. change.	
3. Knowledge of the relationship between changing demands of jobs or the labor market and needed work skills.	3. Assesses the extent to which technological change may affect the employment opportunities and task requirements of a preferred occupation.
4. Knowledge of employment trends.	4. Interprets statistical data and draws conclusions about occupational and industrial employment trends--their expansion or decline.
5. Knowledge of employers' expectations and requirements.	5. Expresses vocational maturity through a personal involvement in the work task and situation and responding positively to problem.
6. Knowledge of school activities and their relation to personal and career development.	6. Develops a sense of control of one's environment. 7. Respect for supervision and authority. 8. Manages leisure time, work time, and home time effectively to achieve individual goals.
7. Knowledge of the realities and requirements of work.	9. Performs in a given work situation in a manner which indicates an understanding that success and failure depend not only on technical proficiency but also on the quality of interpersonal relations. 10. Demonstrates positive work habits by checking the quality of his product or effort.

	11. Demonstrates positive work habits by dividing work tasks into logical units. 12. Demonstrates positive work habits by planning and scheduling work.

C. Education and Training

1. Knowledge of educational and vocational information resources and how to use them. 2. Knowledge of educational and training programs available.	1. Develops a planned and projected high school program in terms of educational requirements and a tenative vocational cluster choice. 2. Demonstrates increased acceptance of need to relate educational planning to future work careers.
3. Knowledge of a concept of training--entry into an occupation-experience progression.	3. Formulates an educational or training plan to prepare himself for a given occupational field or preferred vocation. 4. Accepts that life in the future will become a matter of continuing education and preparation for work.
4. Knowledge of how to study.	5. Demonstrates positive work habits by dividing learning tasks into logical units. 6. Demonstrates ability to participate in independent study.
5. Knowledge of how to take tests.	7. Expresses competency through positive responses to problems represented in a work task or other situation.

D. Economic Education

1. Knowledge and understanding of basic concepts of production, distribution, and consumption as it relates to jobs and economic structure.	1. Investigates and discusses the way in which management, labor, government, and public dynamics interact to influence work life.
2. Knowledge of general economic structure as it is related to the labor force.	2. Demonstrates familiarity with those factors which stimulate or retard vocational opportunities (e.g. the role of taxation, emphasis on production of consumer goods as opposed to capital goods, lending policies, etc.)
3. Knowledge of why people work.	3. Demonstrates appreciation of the importance of all work in our society.
4. Economic significance of work.	4. Explains the interdependency of all workers and work talents in contributing to general economic welfare.
5. Knowledge of money management principles.	5. Investigates role of individual consumer (e.g. wise buying and budgeting).

E. Employability Skills

1. Knowledge of what constitutes employability skills--value of a high school diploma.	1. Develops personal qualities such as (a) initiative, (b) good behavior, (c) perserverance, (d) positive work habits, (e) industriousness, (f) positive attitudes, (g) regular attendance, (h) personal appearance.

	2. Demonstrates respect for supervision and authority. 3. Demonstrates positive attitudes toward school courses taken.
2. Knowledge of where and how to apply for a job--job hunting techniques.	4. Communicates effectively to others about his vocational abilities, interests, and plans. 5. Selects potential employers and locates suitable job vacancies.

F. Decision Making Process

1. Knowledge of the components of the decision-making process.	1. Willingness to accept new ideas and explore new areas. 2. Demonstrates cooperative effort in group work.
2. Knowledge of educational and vocational information resources and how to use them.	3. Acting to seek more information for decision-making and planning.
3. Knowledge of resources available to assist him in educational and vocational planning.	4. Accepting responsibility for decision-making. 5. Increased self-responsibility. 6. Independent study.
4. Knowledge of the career development process (psychological, tentative exploration, choice points, decisions, action points, continous, changing, etc.)	7. Develops facility for making educational, vocational, and personal decisions. 8. Increases skill in synthesizing self information with career information, testing them out and evaluating them in terms of abilities, values, interests, and goals.

	9. Develops a sense of control of one's environment.

IV. A Proposed Approach

Orienting Students to the World of Work Using the Data-People-Things Conceptual Framework and the Ohio Vocational Interest Survey

Any program designed to orient school students to the world of work will be effective only to the extent that it is grounded in a sound conceptual framework sufficiently basic and elementary to permit introduction in the primary grades and sufficiently comprehensive to permit expansion as insights, understandings, and needs expand.

Any systematic approach to orientation to the world of work must provide a rationale for:

A. examining the entire spectrum of existing occupations
B. interpreting abilities, aptitudes, and interests in terms of their vocational relevance
C. achieving self-understanding
D. projecting tentative educational and vocational plans
E. exploring appropriate vocational alternatives
F. making and carrying out vocational decisions

The Dictionary of Occupational Titles, Third Edition, 1965 (hereafter referred to as the D.O.T.) provides a natural base for the development of conceptual levels. The aspect of the D.O.T. system and rationale most important to the development of a program of orientation to occupations is the Data, People, Things hierarchies which form the basis for assigning the last three digits of the D.O.T. code numbers to all occupations.

Much of the information in the D.O.T. "is based on the premise that every job requires a worker to function in relation to Data, People, and Things, in varying degree." (1) The degree of the involvement of each of these relationship categories (Data, People, Things) varies with the job. Varying patterns of involvement provides a framework for grouping jobs into clusters which have significance for educational and vocational planning and for career development.

Any program designed to orient school students to the world of work must promote student growth in each of the following areas:

A. Growth in understanding the nature of work and the structure of the world of work.

B. Growth in self-insight and self-understanding, particularly as it relates to inherent and acquirable skills and knowledge important to vocation.
C. Growth in decision-making skills which will enable each student to progress toward realistic vocational goals.

Just as the Data, People, Things heirarchies of the D.O.T. provide a logical framework for examination of the world of work, this same conceptual framework can be used as the basis for individual self-study. Use of this approach has the distinct advantage of facilitating self-understanding within a framework which is parallel and compatible with one's understanding of the world of work.

To facilitate this process, a cubistic model of vocational interests (2) has recently been developed which has provided the theoretical model for the development of the Ohio Vocational Interest Survey, (3) OVIS, an inventory to help students explore their vocational interests in terms of the Data, People, Things hierarchies of the D.O.T. and in relation to twenty-four scales within which all job classifiable in the D.O.T. can be grouped.

It is characteristic of junior high school youth that they work best when they are pursuing something which concerns them personally. Thus, self-exploration through the use of an interest survey such as OVIS can serve as a natural motivation to initiate vocational exploration an orientation activities.

Group guidance counseling, independent study, and other activities described in prior sections of this report can serve as vehicles following the use of OVIS to accomplish such career development related objectives as the following, all of which are enhanced by the use of the data-people-things conceptual framework:

A. examining the world of work from many and varied approaches.
B. learning about oneself, using such data-people-things related instruments as the OVIS and the GATB.
C. examining self in relation to the world of work.
D. developing skills in the decision-making process, such as making and testing educational and vocational decisions.
E. developing skills and insights related to home and family living and consumer economics.

In addition to serving student needs, an organized approach to occupational orientation which utilizes a survey of student interests has important implications for other aspects of the total school program:

A. determining (or verifying) needed curriculum expansion or modification, particularly in the areas of vocational education.
B. identifying needed resources and materials to augment existing occupational information and guidance materials.

C. encouraging expanded use of such non-school resources as business, industry, labor, and the state employment service.
D. evaluating the success of the total school program in achieving its major objective of meeting the needs of its students.

V. Implementation

A. Setting the Stage

In order to implement the proposed model for an exploratory career development program for junior high school youth, support for the program must be generated at the local level from a number of sources. Initially, administrative support must be solicited due to the impact of the adoption of this model upon both the instructional and guidance programs. Once administrative approval has been granted, support must be forthcoming from counselors and teachers. Last, but certainly not least, the requirements of the model for utilization of community resources dictate the necessity for lay support. The person responsible for the coordination of the program must be identified early and must be given the time, authority and freedom necessary to make needed contacts and involve appropriate resources.

B. Staff Involvement

The initiator of the model must develop plans to insure staff involvement. One possible approach might be to present the model and explanatory information to the administrator so that he clearly understands the total implications for his program.

It is conceivable that a next step might be for the guidance person and the administrator to cooperatively identify teachers who are perceived to possess a guidance point of view. The guidance person and administrator may wish to choose two or more leaders from the community who would support the program.

It is possible that the above named persons would serve as an advisory committee charged with the authority to implement the model. The Advisory Committee could do the following in logical sequence.

1. Present the model to other teachers and community leaders for reactions.
2. Refine the model in terms of the unique character of the local setting.

    a. Consideration of sub-populations

(1) The flexibility of the model provides for sex sub-population differences.

(a) The Advisory Committee can therefore adapt the program to meet the specific needs of different sub-populations existing in the local school.

3. Communicate with other schools implementing or planning to implement the model.
4. Identify appropriate resources and activities for these activities.
5. Develop a time-table for implementing the model in terms of activities by grade level.
6. Develop appropriate evaluation procedures to assess the degree of achievement of the stated objectives and behavioral outcomes.

It is imperative that lines of communication be developed to promote progress and feedback to facilitate the implementation of the model as adapted to the local setting.

The above represents one manner of implementing the model in a local situation. The organizational structure of the local school, existing programs, and attitude of the staff and community will all affect the ultimate nature of the program developed.

VI. Evaluation

As indicated earlier in this report, the Advisory Committee should direct the development of appropriate evaluation procedures to determine the degree of success attained in achieving the objectives presented in the model. While at the present time it may be difficult to empirically measure the effects of the model, other evaluative models may be used to assess the impact of the model on student behavior and school curriculum.

One approach to measure the effectiveness of the model is to determine if the stated behavioral outcomes are demonstrated by overt student behavior. Teacher and counselor observation can serve as the primary means for making this assessment. Changes in teacher behavior also may provide a measure of the effectiveness of the model. Even if this cannot be accurately determined, a survey to obtain the reaction of teachers to the model should be conducted.

An examination of the curriculum may divulge changes as a result of implementing the model. This also may measure the success or lack of success in coordinating exploratory career development program activities with the learning activities previously included in the educational program.

An additional approach not to be overlooked would be to survey the reactions of community resource persons who have been involved in the various phases of the program. This would be helpful in determining the importance of the program upon business, industry, and the community at large.

An attempt should be made to identify and/or develop instruments that will be sensitive to student exploration and growth in the student attitudes, knowledge, and behavior.

BIBLIOGRAPHY

1. Dictionary of Occupational Titles, Volume II, p. 649.

2. D'Costa, A. and Winefordner, D. W., The Cubistic Model of Vocational Interests, Paper presented at AERA, Chicago, February, 8-10, 1968, p. 17.

3. D'Costa, A., D. Winefordner, J. G. Odgers, and P. B. Koons, Jr., for publication by the Ohio Department of Education and Harcourt, Brace and World, Inc.

TEAM 1C

Maximizing the Use of Industrial Arts in Career Development

Resource Leader: Joe Clary - North Carolina

Team Leader: Rex Nelson - Georgia

Work Group Members: James J. Barefoot - Pennsylvania
Robert Bowman - Georgia
Harry N. Drier - Wisconsin
Saul H. Dulberg - Connecticut
Fred Newton - Florida
Charlotte Robinson - Georgia

I. Description of the Model

It is proposed that the middle grades (7, 8, and 9) industrial arts curriculum provides a vehicle, a frame of reference, a base of experience through which students are able to gain greater self-understanding in relationship to manufacturing occupations, provided they are given an opportunity for appropriate reflection.

The middle grade industrial arts curriculum is diversified and offers a variety of experiences in an organized laboratory.

Students are provided with basic exploratory experiences in using many of the tools, materials, processes, and products of major industries. Thus, the nature of the industrial arts curriculum offering is such that it provides an opportunity for students to try themselves out in a variety of simulated work roles.

To maximize the use of such experiences for career development, time must be provided for the student to examine the experience in terms of the several dimensions of career development. This could be accomplished through a team approach involving the counselor and industrial arts teacher.

To implement this model would require the identification of activities and approaches to be used by the industrial arts teachers in assisting students to utilize the experiences acquired in the course to enhance their career development. In addition, the supportive and resource activities to be performed by the counselor for the industrial arts teachers must be spelled out as well as specific follow-up activities the counselor will perform with the students.

II. Rationale

This rationale is based on a conceptual framework which emphasizes career exploration rather than the career decision. It is only a part of a continuous industrial arts program and is to be student centered and activity based.

The model is based upon a developmental theory which emphasizes the individual's contribution to his own behavioral development. The success of the model depends largely upon the integration of the in-school activities, specifically industrial arts and guidance services, with out-of-school agencies.

Although the model was developed specifically for industrial arts implementation, it has implications for the total education program.

III. Objectives

The "Basic Model" objective is to aid the student in developing a greater understanding of self, self-concept, and occupational-self as related to his values, abilities, aptitudes, interests, and his aspirations in the industrial world of work.

Operational objectives are to be achieved by providing experiences in various laboratory settings so that the student may relate his self-understanding to his career development. These objectives involve:

A. Understanding Self (Who am I?)

1. In which broad areas do I have an interest?
2. How do I feel about the things I've done in relation to what I would like to do?
3. Do I have what it takes to be successful in what I want to do?
4. Do I need more experiences to become what I want to be?
5. Do I like to work best with people, concrete objects, abstract objects, or a combination of these?

B. Understanding Self-Concept (Who or what do I want to be?)

1. Who do I want to be?

    a. How do I see myself in relation to others?

        (1) Who would I like to be?
        (2) Why do I admire this person?
        (3) How am I like this person?
        (4) Who would I not like to be?
        (5) Why do I not want to be like this person?

    b. As I see myself in relation to others, what changes would I like to make?
    c. How does what I want to do relate to what I am?

2. What do I want to be?

    a. What do I feel I have to work with, and what do I have to strengthen?

        (1) What are my weak points in relation to:

            (a) health?
            (b) skills?
            (c) school subject areas?
            (d) other people?

        (2) What are my strong points in relation to:

            (a) health?
            (b) skills?
            (c) school subject areas?
            (d) other people

    b. What have I experienced in relation to my strengths and weaknesses?

        (1) In which experiences did I feel most successful?
        (2) In which experiences did I feel least successful?
        (3) Where could I use my strong points?

C. Understanding Occupational Self - To provide through laboratory experiences, the means by which the student can apply his knowledge of self and self-concept to an understanding of how he will best fit into the occupational world. Possible student questions are as follows:

1. Does this occupational area provide for an economic base needed to acquire my projected life style?
2. Does this occupational area provide for local, state, and national employment opportunities?
3. Does this occupational area provide sufficient potential for advancement?
4. Does this occupational area provide for both short and long range employment security?
5. Does this occupational area provide or require positions of authority and responsibility?
6. Does this occupational area offer employment within a climatic setting conducive to my health?
7. Am I willing to accept the additional future education and training necessary to maintain occupational competencies?
8. Does this occupational area provide for a time schedule that allows for participation in other self-fulfillment activities?
9. Is this occupational area compatible with my physical and emotional structure?
10. Will this occupational area provide the setting for the prestige I desire?
11. Does this occupational area provide for outdoor-indoor employment?
12. Does this occupational area provide a work setting with people, ideas, or things, compatible to my interests?
13. Does this occupational area have positive or negative situations in terms of my moral and spiritual life value?

IV. Procedures for Accomplishment of Objectives

It cannot be too strongly emphasized that the following are only suggested activities. The revision, addition, or deletion of any of the industrial arts activities or the guidance activities is left to the ingenuity, background, and resourcefulness of the team members who will carry on this project.

The intent of the model is to illustrate ways which a team approach, uniting the efforts of school disciplines, (particularly industrial arts and guidance) out-of-school resources, can effectively help junior high school students begin the process of career choices and development. It also must be stressed that this is intended as an early step in the long and often involved path of choosing and entering a career.

A. Suggested Industrial Arts Activities

The "manufacturing" method is suggested as the activity medium which will enable students to have simulated or role experiences to aid in career planning and development. The "manufacturing" method is defined as the activities involved in production of a product from ideation through consumption. Such an approach provides students an opportunity to participate in a number of work roles. A teacher may choose the topical outline which can best be applied with the "manufacturing" method.

B. Suggested Guidance Activities

The activities listed in the guidance phase of this project have been arbitrarily geared to the United States Employment Service approach to individual appraisal patterns as given in the Dictionary of Occupational Titles and the Counselor's Handbook published by the Bureau of Employment Security. This was done because of the convenience and facility this approach provides for helping a student to see himself in a reasonably understandable Occupational Pattern.

It is suggested that the counselor schedule be on a continuous basis of group and individual guidance sessions with students to assist them in gaining a greater understanding of themselves in relationship to the world of work as a result of their experiences in industrial arts.

In structuring the suggested guidance activities, the following outcomes were sought:

1. The student would understand the need for career planning and further understand that such plans must be flexible and on-going. He would extend his career horizon by seeing the many occupations involved in the total spectrum of industry.

2. As a result of direct and vicarious experiences which the student would encounter in the model project, it is hoped he would discover for himself a preliminary concept of his interests, temperament, general educational development, aptitudes, and orientation to data, people, and things.

C. Student Activities

1. Make entries on a check list of "interests" as he discovers them during his participation in the project.
2. Make entries on a check list of "temperaments" as he

discovers them during his participation in the group.

3. Write a report in which he assesses his "educational development" in terms of the preparation he sees as needed for his future career.
4. Complete a self-rating chart on "aptitudes" as he evaluates them during his participation in the project.
5. Complete a self-rating chart on orientation to data, people, and things as a result of his participation in the project.
6. Complete a personal profile which graphically shows an initial occupational pattern based upon discoveries about his interests, temperament, general educational development, aptitudes, and orientation to data, people, and things.

D. Guidance Counselor Activities

1. Plan and conduct a series of group meetings with students in order to:

    a. explain guidance functions of the model project.
    b. explain the meaning and classifications of interests, temperaments, and aptitudes.
    c. explain what is meant by general educational development and its significance.
    d. explain what is meant by orientation to data, people, and things.

2. Develop a check-list based upon the Bipolar Interest Survey used by the United States Employment Service in its Counselor's Handbook. (It is imperative that this, and all other materials be adapted to the level of understanding of the students involved.)
3. Develop a check-list of temperament factors.
4. Develop a self-rating chart for those aptitudes that are identified by the U.S.E.S. and encountered by the student as he participated in the project. (These aptitudes may be reinforced by the administration of the G.A.T.B.)
5. Provide an opportunity for students to discuss their feelings concerning their orientation to data, people, and things.
6. Counsel with students concerning their orientation to data, people, and things.
7. Arrange individual counseling sessions with students to discuss their feelings concerning the future preparation required for their tentative career goals.
8. Counsel with each student and help him to develop his personal profile and interpret the significance of the information, reemphasizing the tentative nature of the findings - indicating that this is just the beginning of a continuing path of inquiry and evaluation.

E. Miscellaneous Activities

1. Involve representatives of industry from as many occupational areas as can be identified in the model project--e.g., management, sales, design, production, record keeping, personnel, etc.
2. Use audio-visual materials as well as dramatizations such as role playing--to reinforce career development experiences such as job application, sales, etc.
3. Involve qualified members with state employment service to discuss some of the aspects of the service they provide.
4. Involve administration supervisors in an on-going evaluation of the project.
5. Involve parents perhaps through a parent's night or some other activity by which parents learn of the goals of the project as well as ways in which they may be of assistance.
6. Plan visitations by students to industries, training institutions, etc.

F. Resource Materials

THE AMERICAN INDUSTRY PROJECT
Stout State University
Menomonie, Wisconsin

THE WORLD OF MANUFACTURING
Industrial Arts Curriculum Project
Ohio State University
Columbus, Ohio

YOU: TODAY AND TOMORROW
by: Martin R. Katz

FINDING YOUR ORBIT
by: Haldeman, Hoffman, Moore, and Thomas
Chronicle Guidance Publications, Inc.
Moravia, New York

DEVELOPING WORK-STUDY PROGRAMS FOR POTENTIAL DROPOUTS
The University of the State of New York
Bureau of Guidance
Albany, New York

U. S. INDUSTRIAL OUTLOOK (1968)
United States Department of Commerce
Washington, D. C.

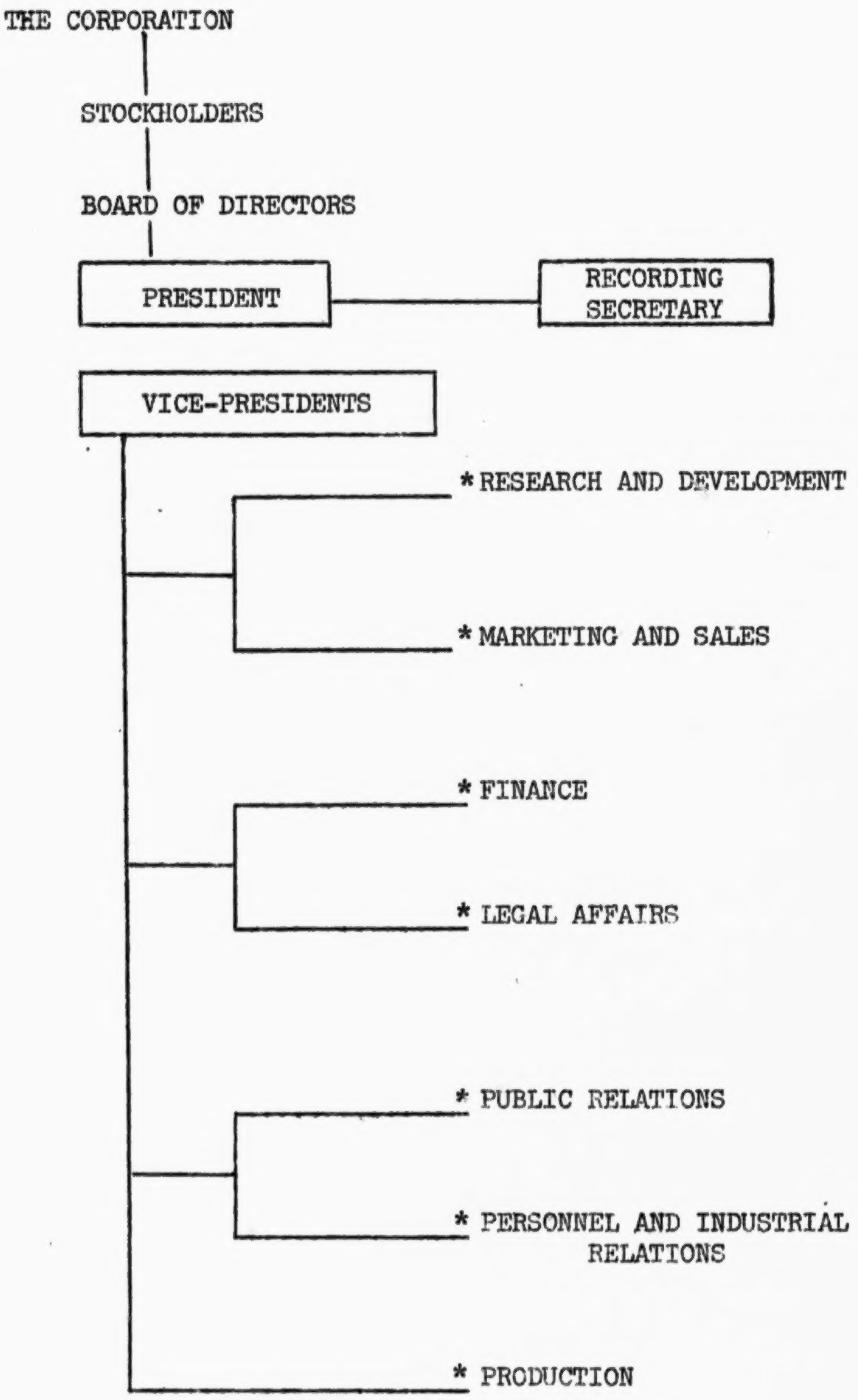
SUGGESTED LOCAL MATERIALS: films, filmstrips, tapes, charts, and reference books from school and industry, city, county, and state for student-teacher-counselor.

G. Implementing the Model

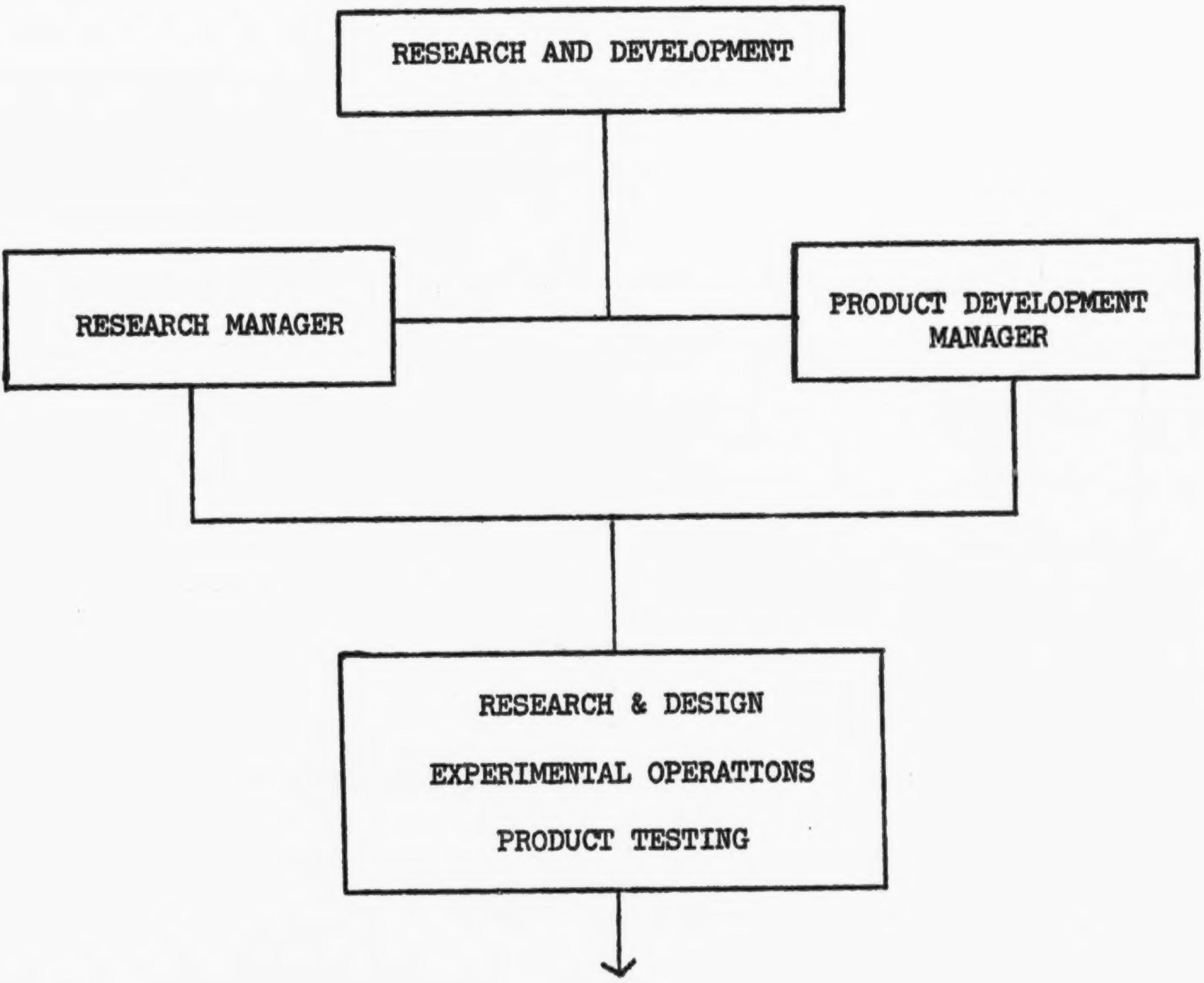
It is anticipated that this model will be implemented through appropriate involvement of three groups of interested personnel:

1. Industrial arts teacher
2. Guidance counselors
3. Advisory Personnel
    - Superintendent
    - Principal
    - Industrial arts supervisor
    - Pupil Personnel Coordinator
    - State Dept. Consultants

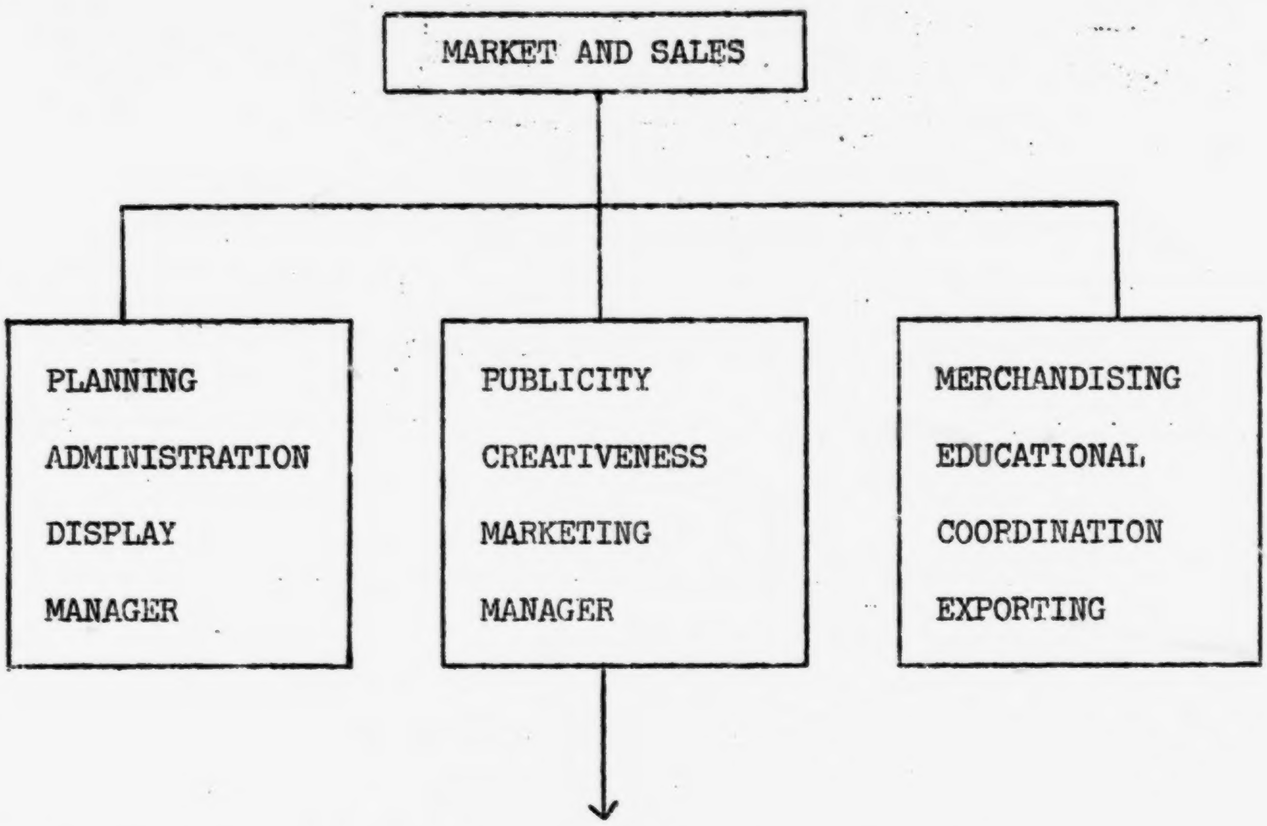
   Resource People
    - Librarian
    - Other faculty members
    - Vocational Instructor on high school level
    - Teacher Educators
    - Counselor Educators
    - Industry Resource Personnel
        - Personnel Manager
        - Production Supervisor
        - Labor Representative
        - Management Representative
        - Sales Representative
        - Buyer
        - Traffic Controller
        - Public Relations Man
        - Patent Lawyer
        - Corporate Lawyer
        - Material and Process Specialist


THE CORPORATION
STOCKHOLDERS
BOARD OF DIRECTORS
PRESIDENT
RECORDING SECRETARY
VICE-PRESIDENTS
* RESEARCH AND DEVELOPMENT
* MARKETING AND SALES
* FINANCE
* LEGAL AFFAIRS
* PUBLIC RELATIONS
* PERSONNEL AND INDUSTRIAL RELATIONS
* PRODUCTION

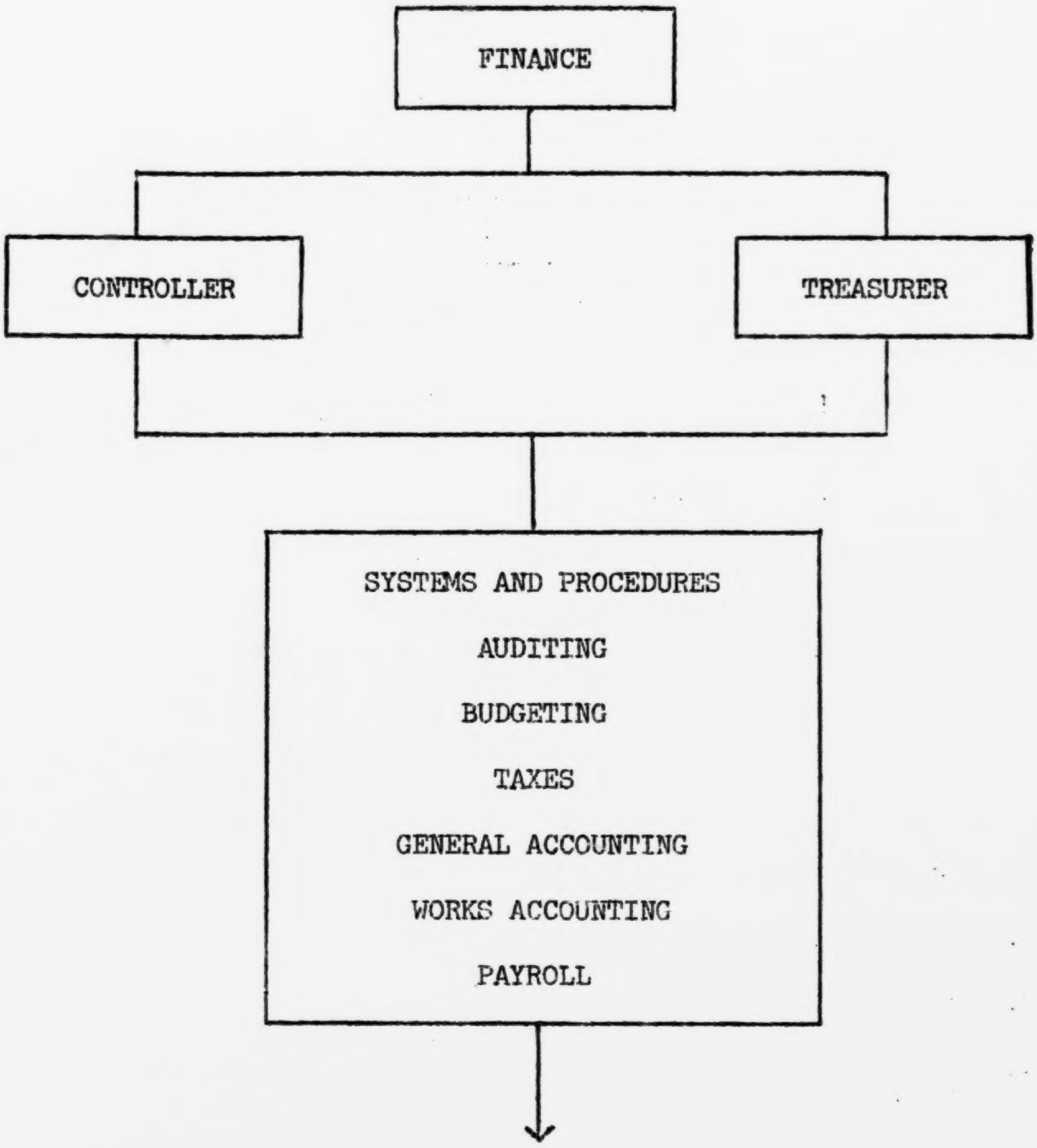
*NOTE: DIVISIONS ARE CLUSTERED IN SEQUENTIAL ORDER OF NEEDS FOR AN INDUSTRIAL ARTS CLASS. EACH OF THESE DIVISIONS ARE FURTHER DIVIDED AND RESPONSIBILITIES OF EACH GIVEN ON FOLLOWING PAGE.


RESEARCH AND DEVELOPMENT
RESEARCH MANAGER
PRODUCT DEVELOPMENT MANAGER
RESEARCH & DESIGN
EXPERIMENTAL OPERATIONS
PRODUCT TESTING

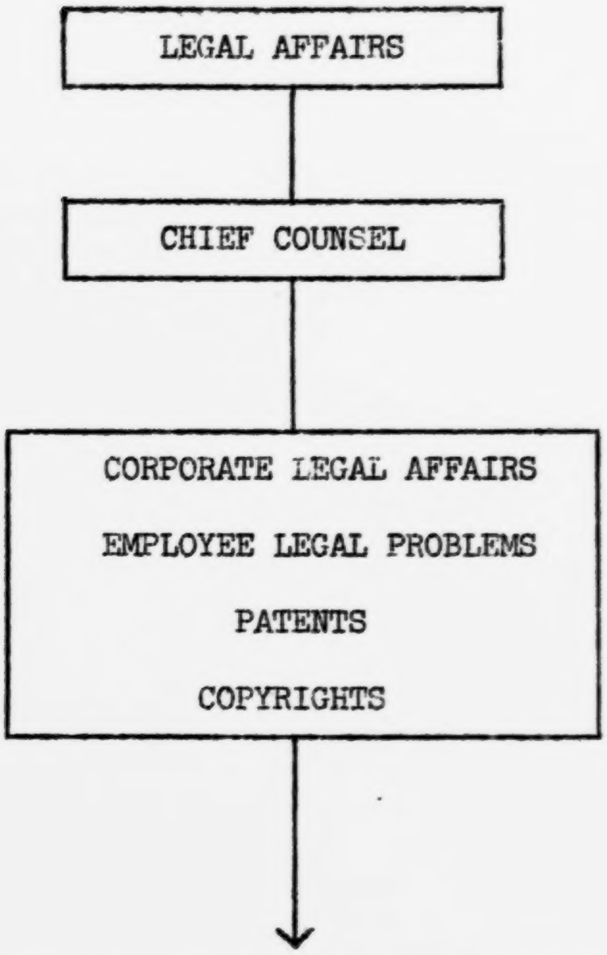
1. RECEIVES IDEAS FROM MANAGEMENT
2. ANALYZES PROBLEM AND POSSIBLE PRODUCT
3. PERFORMS MARKET RESEARCH, DETERMINES DEMAND FOR AND SALABILITY OF PRODUCT
4. SKETCHES AND DESIGNS SOLUTIONS, EVALUATES, AND MAKES PROTOTYPE DRAWINGS
5. SELECTS AND TESTS MATERIALS, PROCESSES, AND PROCEDURES
6. BUILDS AND TESTS PROTOTYPE
7. PRESENTS FINAL MODEL FOR INSPECTION AND APPROVAL
8. DEVELOPS DETAIL AND ASSEMBLY DRAWINGS FOR PRODUCTION


MARKET AND SALES
PLANNING
ADMINISTRATION
DISPLAY
MANAGER
PUBLICITY
CREATIVENESS
MARKETING
MANAGER
MERCHANDISING
EDUCATIONAL
COORDINATION
EXPORTING

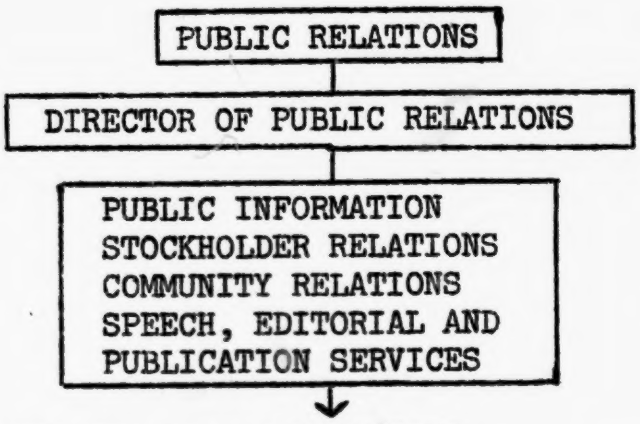
1. AIDS RESEARCH AND DEVELOPMENT IN MARKET RESEARCH
2. PRESENTS A SALES FORECAST
3. PLANS PROGRAM FOR MARKETING PRODUCT
4. PREPARES ADVERTISING CAMPAIGN
5. PREPARES ADVERTISING MATERIALS FOR VARIOUS ADVERTISING MEDIA
    a. window, floor, counter, exterior displays
    b. radio, television, newspaper, magazines, conventions, and fair promotions
    c. contest plans
    d. demonstrations and sampling
6. COORDINATION OF SALES FORCE
7. CONTACTS RETAIL OUTLETS
8. DEVELOPS DISTRIBUTION SYSTEM
9. OPERATES PUBLIC RELATIONS AND EDUCATIONAL SYSTEM


FINANCE
CONTROLLER
TREASURER
SYSTEMS AND PROCEDURES
AUDITING
BUDGETING
TAXES
GENERAL ACCOUNTING
WORKS ACCOUNTING
PAYROLL

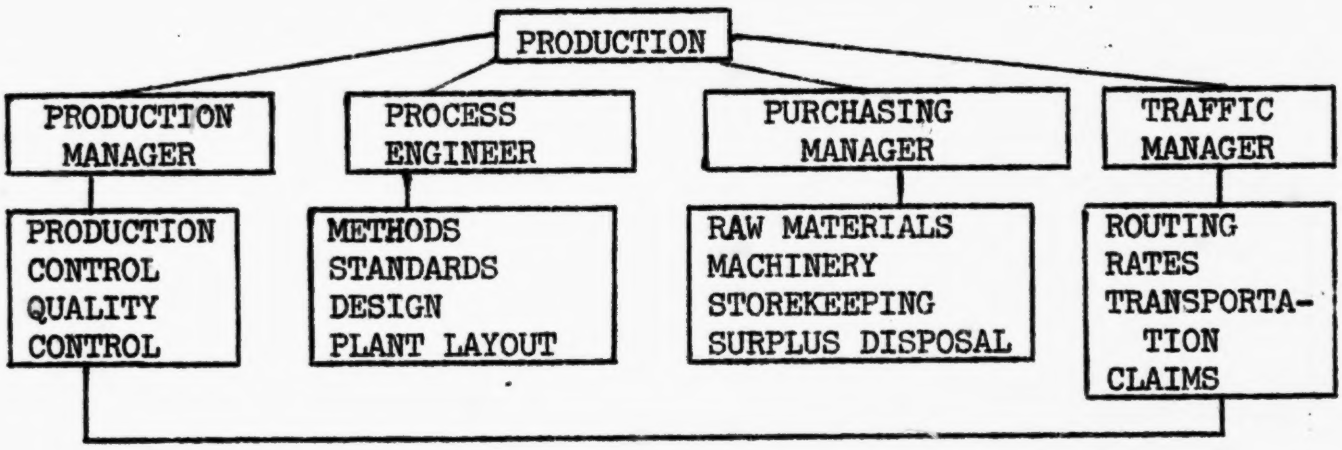
1. RECORDS FINANCIAL TRANSACTIONS
2. ESTABLISH BANKING SYSTEM
3. COORDINATES PAYROLL WITH PERSONNEL DEPARTMENT
4. PREPARES AND DISTRIBUTES PAYROLL
5. RECORDS MATERIALS TRANSACTIONS
6. VERIFIES AND PAYS MATERIAL AND EQUIPMENT BILLS
7. PREPARES AND PRESENTS FINANCIAL STATEMENTS


LEGAL AFFAIRS
CHIEF COUNSEL
CORPORATE LEGAL AFFAIRS
EMPLOYEE LEGAL PROBLEMS
PATENTS
COPYRIGHTS

1. PRESENTS FEASIBILITY AND NEEDS OF INCORPORATION
2. PREPARES CORPORATE SEAL, STOCK CERTIFICATES, AND CHARTER
3. PREPARES CONTRACTS
4. APPLIES FOR PATENTS AND COPYRIGHTS AND INVESTIGATES FOR INFRINGEMENT
5. SERVES AS ARBITRATOR FOR LABOR-MANAGEMENT NEGOTIATIONS


PUBLIC RELATIONS
DIRECTOR OF PUBLIC RELATIONS
PUBLIC INFORMATION
STOCKHOLDER RELATIONS
COMMUNITY RELATIONS
SPEECH, EDITORIAL AND PUBLICATION SERVICES

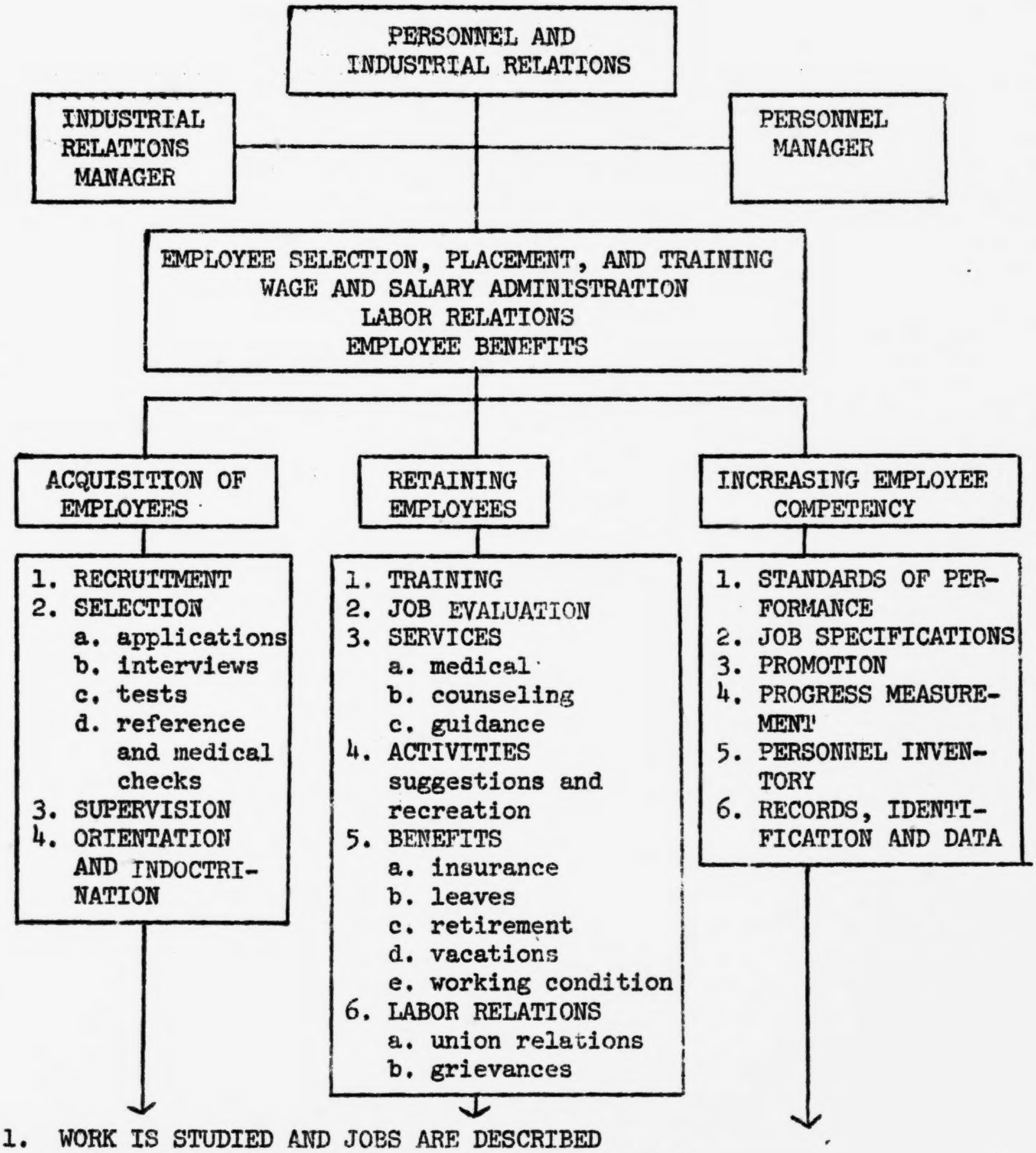
1. MAKES CONTACTS FOR PUBLIC RELATIONS
2. PREPARES AND GIVES SPEECHES, PRESENTS EDITORIALS AND PRESENTS PUBLIC RELATIONS PROGRAMS
3. PRESENTS STATISTICS OF CORPORATION TO STOCKHOLDERS AND PUBLIC IN CHART FORM
4. PREPARES PAMPHLETS, BROCHURES, AND LITERATURE ABOUT THE COMPANY


PRODUCTION
PRODUCTION MANAGER
PROCESS ENGINEER
PURCHASING MANAGER
TRAFFIC MANAGER
PRODUCTION CONTROL
QUALITY CONTROL
METHODS
STANDARDS
DESIGN
PLANT LAYOUT
RAW MATERIALS
MACHINERY
STOREKEEPING
SURPLUS DISPOSAL
ROUTING
RATES
TRANSPORTATION
CLAIMS

1. NUMBER OF PRODUCTS TO BE MADE IS DECIDED WITH SALES AND MANAGEMENT
2. NUMBER OF PARTS TO BE MADE ARE DETERMINED FROM DRAWINGS
3. PARTS FOR SUB-CONTRACTING AND PRE-FABRICATED PURCHASING ARE DETERMINED
4. MANUFACTURING OPERATIONS ARE STUDIED (JIGS AND FIXTURES NEEDED ARE DETERMINED AND FABRICATED)
5. ROUTING OF MATERIALS AND SCHEDULING OF MACHINES ARE PLANNED (FLOW CHARTS ARE MADE)
6. PLANS ARE MADE FOR INSPECTION AND SUPERVISION

   A. MANAGEMENT, RESEARCH AND DEVELOPMENT AND QUALITY CONTROL DETERMINES STANDARDS OF QUALITY TO BE MAINTAINED
   B. PROPER INSPECTION METHODS ARE PLANNED
   C. INSPECTION TOOLS ARE DESIGNED
   D. RECORDS OR RESULTS OF QUALITY CONTROL ARE MAINTAINED

7. FINAL PLANT LAYOUT AND ROUTING CHARTS ARE MADE
8. ASSEMBLY AREA AND SYSTEM ARE IDENTIFIED


PERSONNEL AND INDUSTRIAL RELATIONS
INDUSTRIAL RELATIONS MANAGER
PERSONNEL MANAGER
EMPLOYEE SELECTION, PLACEMENT, AND TRAINING
WAGE AND SALARY ADMINISTRATION
LABOR RELATIONS
EMPLOYEE BENEFITS
ACQUISITION OF EMPLOYEES
RETAINING EMPLOYEES
INCREASING EMPLOYEE COMPETENCY
1. RECRUITMENT
2. SELECTION
a. applications
b. interviews
c. tests
d. reference and medical checks
3. SUPERVISION
4. ORIENTATION AND INDOCTRINATION
1. TRAINING
2. JOB EVALUATION
3. SERVICES
a. medical
b. counseling
c. guidance
4. ACTIVITIES suggestions and recreation
5. BENEFITS
a. insurance
b. leaves
c. retirement
d. vacations
e. working condition
6. LABOR RELATIONS
a. union relations
b. grievances
1. STANDARDS OF PERFORMANCE
2. JOB SPECIFICATIONS
3. PROMOTION
4. PROGRESS MEASUREMENT
5. PERSONNEL INVENTORY
6. RECORDS, IDENTIFICATION AND DATA

1. WORK IS STUDIED AND JOBS ARE DESCRIBED
2. LISTS OF DUTIES AND RESPONSIBILITIES ARE MADE
3. APPLICATION AND PERSONAL FORMS ARE MADE
4. EMPLOYEES ARE INTERVIEWED (LETTER OF APPLICATION MAY BE WRITTEN) AND TESTED
5. EMPLOYEES ARE TRAINED TO WORK SAFELY AND EFFICIENTLY
6. EMPLOYEES ARE MATCHED TO JOBS
7. A TRAINING PROGRAM IS DEVELOPED
8. SUPERVISORY SYSTEM IS ESTABLISHED

A. WORK RECORDS ARE MAINTAINED
B. PRODUCTION RECORDS ARE MAINTAINED
C. SAFETY PROGRAM IS DEVELOPED

TEAM 2D

Work Experience Program for Upper Junior High and Senior High School

Resource Leader: Norman C. Gysbers - Missouri

Team Leader: James R. Bishop - Alabama

Work Group Members: Fred Howell - Illinois
Norman Ingram - Florida
Garland Shoemake - Georgia
Berkley Ruiz - Georgia
James Bishop - Alabama
Thomas Long - Pennsylvania

I. Description of the Model

This model deals with the use of work experience as the cohesive force around which the educational experience of many students may be organized.

II. Rationale

The work experience program is an organized group of learning experiences in school and in the work world for developing personal adjustment, personality stability, individual pupil motivation, and a desire to develop individual potential with respect to assimination into the social and economic structure.

III. Suggested Program Objectives (To be modified to meet local school conditions)

A. Develop a realistic understanding of the relationships between the world of work and education which assists individuals in becoming a contributing member of society.

1. To select an educational program appropriate to career objectives

    a. Show the relationship between specific education and advancement with the occupation.

        (1) correlation studies developed by the local, state and vocational agencies: showing the relationship, lecture, show film "Where The Action Is," other audio-visual
        (2) the development of correlation studies of individuals and their achievement as a result of their education

    b. Show the relationship between educational planning and desired life styles

    - (1) audio-visual--Edu-Craft--World of Work W.O.W. (K-9)
    - (2) unit studies dealing with the correlation between education and job changes.

2. To demonstrate interest, aptitude, abilities, and aspirations of the individual with respect to occupational goals

    a. Point out the association between interest and occupations

        - (1) use of interest inventories and relate to individual aspiration
        - (2) records "Exploring the World of Work," Wilson and Company

    b. Point out the association between aptitudes and abilities

        - (1) use of GATB, DAT, etc. for exploratory testing
        - (2) provide exploratory experiences

3. To appreciate the value of an education

    a. Reveal the value of an education as it bears upon rationality

        - (1) develop an instructional unit on differing value structure, as related to everyday experiences
        - (2) through use of resources in the community expose the differing ideology and its revelency to education.

B. Develop positive attitudes about work, school, and society

Outcomes:

1. To demonstrate a willingness to perform assigned tasks

    a. Relate even the simplest task to a meaningful outcome

        - (1) develop a unit showing the importance of each contribution within the job task
        - (2) visit work setting which has a visible production line

    b. Compare the task in proportion to job completion

        - (1) develop a unit, drawing from the students experiences, the relation between work and task completion
        - (2) illustrate the meshing of each task toward job completion

2. To demonstrate a cooperative working relationship with other employees

    a. Reveal personal satisfaction resulting from a cooperative work relationship

        (1) role playing and game techniques
        (2) develop learning situations in which the team effort is required for completion of group projects

    b. Compare and contrast self-satisfaction in regard to: disappointment, blind acceptance, success

        (1) draw from each individual example to illustrate from work, school, society
        (2) role-play experiences to illustrate frustrations and achievement within the framework of school, society and work

3. To demonstrate an understanding of the employer's viewpoint

    a. Display the necessity for the lines of responsibility and authority and its relevance for the individual worker

        (1) develop chains of command and show their necessity
        (2) introduce resources person from the community to develop appreciation and understanding of the organizational structure

    b. Point out the responsibility of employee to employer in exchange for the rewards of employment

        (1) develop an instructional unit on why business succeeds or fails
        (2) each develops an outline of how he would improve the business in which he is employed

4. To demonstrate an understanding of and respect for legal work requirements

    a. Explain the legal aspects of work with reference to personal welfare

        (1) research and list the legal requirements of their current employment
        (2) research and list possible benefits resulting from the legal requirements of employment

b. Explain the need for the legal system which provides for the interests of the individual

(1) a unit of study on child labor laws
(2) a unit of study on tangible and intangible benefits which are required by law

5. To demonstrate self-satisfaction with job performance

a. Show the correlation between job success and self-satisfaction

(1) research and list satisfaction resulting from a job well done
(2) students will illustrate positive and negative results of job accomplishment through observation and experience

b. Show the relationship between job performance and resulting awards and deficits

(1) illustrate the benefits resulting from job performance
(2) apply the above principles to individual experiences

6. To improve school attendance (when applicable)

a. Illustrate the correlation between school attendance and educational achievement

(1) a line graph, scattergraph to show correlation
(2) illustrate by mode, median and means the correlation

b. Identify relationship between patterns of school attendance and employability

(1) introduce resource people (personnel manager) to list qualifications for employments
(2) have students interpret personal experience illustrated by school attendance and employability correlations

7. To select the educational and subject areas congruent to career goal

a. The individual makes clear that he understands the relevancy of education programs in career exploration on choices

        (1) structure instructional units around requirements for entry level EMPLOYMENT D.O.T. classifications
        (2) each student evaluates his tentative vocational choice in terms of length of educational preparation requirement

    b. The individual reveals knowledge of selected subject areas as it has implications for career development

        (1) structure instructional units in terms of contribution of each subject area to vocational choice
        (2) each student examines methods of application of each subject area to current employment and to planned vocational goals

8. To demonstrate the desire to participate in class, school, and community

    a. Indicate to students the benefit of active participation in a variety of social interactions as these relate to responsible personality development

        (1) role-playing activity interpreting the social relationship existing in class and in work experiences
        (2) as a class project develop understandings as to personal benefit resulting from broader social interaction

    b. Show the relationship between desire to participate and the self-satisfaction which may be divided

        (1) share-and-tell experiences resulting from social participation
        (2) role-playing to illustrate experiences

C. Develop personality characteristics of dignity, self-respect, self-reliance, perserverance, initiative, and resourcefulness

Outcomes:

1. To demonstrate a sense of pride and self-direction resulting from achievement

    a. Point out and illustrate contrasting types of reaction to degrees of achievement

        (1) student evaluation as related to work performed through multiple answer questionnaires

- (2) student puzzle solving contests and expressed reaction dependent on outcomes

- b. Through achievement, reveal possible accompanying rewards
  - (1) list rewards evidenced by achievement
  - (2) list accompanying reaction as a result of rewards, tying such reaction to pride and self-direction

2. To demonstrate a willingness to benefit from constructive criticism

- a. Compare the responses which reflect the degree of willingness to accept constructive criticism
  - (1) students express responses as a result of constructive criticism
  - (2) discuss accomplishments resulting from constructive criticism

- b. Exhibits the ability to understand the difference between constructive and destructive criticism
  - (1) list examples and differentiate between constructive and destructive criticism
  - (2) self-rating charts

D. To receive satisfaction through successful experiences

Outcomes

1. To receive recognition through successful work experiences

- a. Point out historical examples of persons who have received recognition related to accomplishments
  - (1) draw from student experiences contributions of individuals
  - (2) study relevancy of work achievement and ability to contribute

- b. Point out case histories of companies who reward employees for suggestions and its correlated efficiency and/or economy
  - (1) class discussion on process that lead to improvement suggestion
  - (2) class discussion on improvement suggestions on own jobs

2. To receive recognition through successful school experiences

    a. Point out a variety of available activities related to experiences that may be beneficial

        (1) students evaluate participation in above experiences in light of personal goals
        (2) students cite community examples of persons who received recognition through successful school experiences and relate to persons' present activities

    b. Point out activities not available but desired which would relate to successful school experiences

        (1) research other similar institutions with reference to activities which provide meaningful experiences
        (2) evaluate these other activities

3. To receive recognition through successful social experiences

    a. Point out the value of social experiences related to recognition

        (1) audio-visual aids
        (2) student debate

    b. Illustrates the ability to learn and relate from social experiences

        (1) study of student case histories
        (2) student-made sociograms

E. To create and maintain a desire to achieve in the academic disciplines

Outcomes:

1. To improve reading ability and comprehension

    a. Illustrate relationship between reading ability and over-all academic success

        (1) have students rate all school subjects as to the reading requirements
        (2) apply results of (1) to students own reading ability for academic success

b. Show the importance of reading ability as related to success

   (1) practical application of reading skills through use of: classified ads, employment explications, union contract, technical reports
   (2) list various reading capabilities required by their job

2. To improve ability to write and express themselves

   a. Illustrate relationship between writing ability and academic success

      (1) writing for fresh material
      (2) apply results of (1) to students writing ability as it applies to academic success

   b. Show the importance of writing ability as related to success

      (1) writing letters of application and resumé of job
      (2) list various writing capabilities required by their job

3. To learn basic computation skills

   a. Illustrate relationship between mathematical operations and over-all academic success

      (1) rate all school subjects as to their math requirements
      (2) apply the results of (1) to students own math ability as it applies to academic success

   b. Show the importance of mathematical ability as related to success

      (1) practical applications of sciences related to vocations
      (2) list various applications of science on the job

E. Become proficient in personal economics and understand the economic system

Outcomes

1. Make clear the concepts of money management as it relates to personal resources

a. Make clear the concepts of money management as it relates to personal resources

(1) film strip "Your World and Money"
(2) appropriate resource people and field trips

b. Show the changing occupational patterns as they relate to earning power

(1) read and discuss Kreps "Automation"
(2) film strip "Preparing for the job in the 1970's

2. To be aware of personal financial obligations

a. Show the system involved in payroll deductions and how it relates to personal obligations

(1) study individual payroll deductions
(2) study Federal, state and local form

b. Show the relationship of personal income and wise use of credit

(1) A.V. "Installment Buying"
(2) appropriate resource people

F. Become knowledgeable of the American economic system

Outcomes:

1. To understand the free enterprise system

a. Point out the relationship of forms of business organizations to a free enterprise system

(1) list, define, discuss, compare and give a local example of the forms of local business organizations
(2) set up a corporation

b. Show the relationship of free enterprise and the circular flow of goods and services

(1) make a simple diagram of the flow of goods and services
(2) discuss inflation and recessions

2. To understand the principles of economics

a. Illustrate the basic principles of economics in regard to basic standards

(1) read and discuss "Understanding our Economy"
(2) assign a committee to report on economic systems

b. Manifest the changing economy with relationship to career development

(1) review the population and employment trends in the country since 1850
(2) compare the per capita gross national product 1900, 1933 and today

G. Improve personal appearance and hygiene

Outcomes:

1. To practice cleanliness

a. Present the relationship of cleanliness to personal appearance

(1) vicarious experiences with film and filmstrips
(2) use of resource person to demonstrate values of personal appearance

b. Present the relationship of cleanliness to hygiene

(1) illustration of products and products usage
(2) illustration of parasites caused from filth and food preparation-county health department, etc.

2. To wear acceptable dress

a. Show the relationship of occupation to dress

(1) demonstrate with respect to comfort, safety and practicality
(2) demonstrate unacceptable dress as it relates to occupations

b. Show the relationship of dress to personality

(1) role playing of stereotype
(2) share-and-tell experiences of improper dress and by role playing

3. To develop and maintain physical fitness

a. Point out the relevancy of physical fitness and personal appearance

(1) through visual aid

            - (2) through a local physican

        - b. Point out the relevancy of physical fitness to personal hygiene

    - 4. To understand the role of the health agencies

        - a. Point out the services of community health agencies as they relate to personal hygiene

            - (1) resource people from community health agencies to develop knowledge of the service provided
            - (2) have student make report on observed special programs developing good health habits

        - b. Point out the service of community health agencies as they relate to personal hygiene

            - (1) resource people from community health agencies to develop knowledge of the service provided
            - (2) have a student make reports on observed special programs developing good health habits

H. To develop a concept of self which is in keeping a work oriented society

Outcomes:

1. Demonstrate the initial requirements necessary for successful employment (application forms, resumé, dress for interview)

    a. Show the relationship of application forms and resumés with respect to employment

        (1) practice in writing self-resumé
        (2) practice in completing application forms

    b. Show the relationship of proper dress for an interview with respect to employment

        (1) demonstrate proper dress for employment

2. Demonstrate knowledge of employers' policies pertaining to successful employment and opportunities for advancement

    a. Show the relationship of employers' policies pertaining to successful employment

        (1) list policies of employers and their companies

- (2) list policies that may be related to vocational goals

b. Show the relationship of knowledge of employer's policies pertaining to opportunities for advancement

- (1) list opportunities of present employment
- (2) list opportunities of vocational goals

3. Demonstrate effective use of leisure time for mutual health and self-satisfaction

a. Display wise use of leisure time associated with mutual health

- (1) discuss wise use of leisure time
- (2) discuss leisure time usage related to mental health

b. Display a wise use of leisure time associated with self-satisfaction

- (1) list knowledge of interest fields
- (2) list knowledge of new interest developed in liesure time

IV. Steps in Accomplishing Objectives

A. Organization

1. Steps in organizing program

a. Discuss value of having such a program with administration, guidance staff, and faculty

b. Discuss program with the following agencies:

- (1) local welfare board
- (2) state employment service
- (3) public welfare
- (4) attendance officer
- (5) social worker
- (6) vocational rehabilitation
- (7) health clinic
- (8) pupil personnel staff
- (9) child guidance center
- (10) big brother organization
- (11) police department
- (12) juvenile court

c. Determine the need for program within the school

        - (1) Idealistic is to provide for all students within the school
        - (2) Modification can be made to meet the needs of the subpopulation within the school

2. Orientation

    a. Faculty

        - (1) Discuss approach with administration
        - (2) Inform the faculty
        - (3) Explain program fully to faculty
        - (4) Explain need of program to faculty

    b. Student

        - (1) Referral should be made
        - (2) Application should be filled out
        - (3) Personal interview

    c. Parent

        - (1) Contact parent
        - (2) Home visitation

    d. Community

        - (1) Contact employer
        - (2) Contact community groups

3. Physical Needs

    a. Private office
    b. Telephone
    c. Classroom
    d. File cabinet
    e. Typewriter
    f. Teaching materials which should be available:

        - (1) filmstrips
        - (2) record player
        - (3) projector
        - (4) overhead projector
        - (5) opaque projector
        - (6) tape recorder
        - (7) transparencies
        - (8) classroom library
        - (9) testing material
        - (10) various commercial material
        - (11) occupational and educational material

4. Committees

    a. for community set up advisory committee composed of administrator, teacher, lay person, work study coordinator, and counselor

II. Teacher Coordinator and Counselor

A. Qualification of Coordinator

1. Four-year degree
2. One year successful occupational experience other than teaching experience
3. Successful teaching experience
4. Must have a valid teaching certificate
5. Orientation and in-service workshops for this type of program

B. Counselor

1. Meets state certification
2. Orientation and in-service workshop for this type of program

C. Teacher Schedule

D. Student Schedule

1. The schedule which is most appropriate to each student

E. Duties of the Coordinator and Counselor

1. Selection of students for program
2. Set up class schedule
3. Coordination of program

    a. placement of student in job
    b. home visitation
    c. job finding
    d. secure work permits
    e. visits on the job
    f. secure health records
    g. social security cards
    h. personal counseling
    i. interpretation of program to general public and school personnel
    j. public relations
    k. obtaining instructional material
    l. obtaining books related to program
    m. record keeping

III. Students

A. Student Selection

1. Minimum age of fourteen
2. Evidence of interest and/or need in the program (student initiated)
3. Potential dropout, potential vocational students, college bound
4. Procedure
    a. Principal, guidance counselors, teachers, and parents are consulted
    b. Juvenile counselor and social worker recommendations considered
    c. Student records checked
    d. Student interviews
    e. Final selection should come from the coordinator and counselor
5. Type of student served
    a. The program is designed for all students in the school. Students enrolled in the program should participate for the entire year. Some students would participate for only one year while others would remain until graduation. The program may be modified for the "pre-professional student. He could be assigned to a practicing professional in the community. He would not necessarily be involved in the class instruction that is provided for the selected students. This experience should be reinforced within the regular instructional program.

IV. Placement and Follow-Up

A. Placing the Student

1. Inform the student as to exact job duties
2. Be sure the employer knows and understands his responsibilities
3. A wage understanding should be established between employer and employee (student)
4. The promise of employment form must be signed by the employer
5. The work permit should be secured from the proper agency
6. The importance of a good impression should be stressed

- a. Appearance
- b. Dress
- c. Job Interview session, etc.

B. Selection of Training Establishment

1. Before choosing a training station, check for:

    - a. Reputation of business
    - b. Possible job hazards

        - (1) student insurance
        - (2) workmen's compensation
        - (3) conformance to state labor regulations

    - c. Willingness of business to cooperate with work-experience program
    - d. Determine whether business training will have a carry-over value
    - e. See that pupils are paid the beginning pay scale, with possible incentive increases
    - f. Check to see if the business conforms to ICC regulations and labor laws

C. Supervision of Students on the job

1. Contact each pupil and supervisor as often as deemed necessary

    - a. It is important for pupil to know that the coordinator is ready to help when problems arise
    - b. The employer is assured that the coordinator will provide adequate support for the program

2. The coordinator should check the following:

    - a. Are pupils getting helpful training
    - b. Are pupils being treated fairly as to hours, etc.
    - c. Is the pupil cooperating with his supervisor
    - d. Are pupils prompt in going to work
    - e. Is there a grading sheet every grading period

        - (1) coordinator personally takes this to supervisor

    - f. Is the pupil making progress and is he doing his job

V. Advisory Committee

A. General Purpose

1. Advise local school administration in the development of the overall work-experience program
2. The advisory committee should be used when necessary and at the discretion of all groups

VI. Examples of Resource Materials

A. Division of Vocational Education, North Carolina
Introduction to Vocations recommended material list

B. Teachers Guide, Introduction to Vocations
Bean and Clary, 1968

C. National Vocational Guidance Association
Current Occupational Literature

D. Occupational Literature, Forrester

E. Career Information Service
Bureau of Vocational Information
Department of Education
Commonwealth of Massachusetts

F. Distribution for Young Workers
Distributive Education Service
Vocational Education Division
Department of Education
State of Alabama

COORDINATOR SCHEDULE	COUNSELOR SCHEDULE
(one of the following)	
1. Three hour block program.	Counselor should be with the coordinator in the one hour block with total students.
2. One hour general, all students. One hour specific, part students.	Counselor should spend two periods in the counseling suite performing conventional counseling functions
3. Teaching of two academic classes. Students from program in these classes. One period with entire group.	Remainder of day in coordinating program and counseling sessions with students participating in program.
4. One academic course in two hour block with students in program.	

(Remainder of day in coordination of program preferred.)

EVALUATIVE PROCESS

Types of Behaviors (Learning Outcomes)	Possible Methods of Evaluation
Application Concept Acquisition Memorization of Facts Problem Solving Reading Comprehension Skills (Number, etc.)	Objective test, product evaluation, rating scale, check list
Performance	Rating scale, check list, product evaluation
Classroom Behavior	Rating scale, check list, attendance record, etc.
Interest	Questionnaire, check list, interest inventory, factual vocabulary test (with words from various interest fields)
Attitude	Rating scale, questionnaire, check list, objective test (with factual materials containing attitude loaded responses)
Aspiration Level	Rating scale, interview, simple objective test, word association open-ended sentence (psychologist needed)
Adjustment	Rating scale, anecdotal report, interview, sociogram
Measures of cognitive learning--Objective tests, standardized or locally made.	Measures of affective learning--Questionnaire, check list, inventory interest, rating scale, attitude loaded objective test.

TEAM 2E

Work Experience Program to Develop Employability Skills

Resource Leader: Norman Gysbers - Missouri

Team Leader: Charles Ryan - Maine

Work Group Members: William Barnes - Texas
Donald Grava - Connecticut
John Huffman, Jr. - North Carolina
John Ridener - Texas
Merlin Schultz - Illinois
Isadore Wexler - Connecticut
John Wilson - Delaware

I. Description of the Model

This model calls for the use of work experience in conjunction with group and individual counseling at the junior and senior high school levels for the purpose of assisting students in gaining a greater clarity of self and to develop "behavioral patterns appropriate" for job success. The implementation of this program would require the employment of a counseling coordinator with a foundation in guidance and vocational education. This person would be responsible for placing students in a work setting most appropriate for him and for providing, on a systematic basis, group and individual counseling session. The content for such sessions would be experiences that the students had encountered in their work experience settings. Such an approach should make counseling more effective, since it will establish a new reference group for the students and a new setting against which they can check the appropriateness of their behaviors and perceptions.

Implementation of such work experience programs can be during the regular school year or during the summer. Work stations can be either within the school or outside the school.

For those youth who are handicapped by improper attitudes toward work and by their perceptions of the work role stemming from their subcultural pattern of life, such a program could provide contact with role models and environmental experiences. They could provide the basis for a gradual socialization process for such youth.

II. Rationale

The American system of counseling with students concerning their career development requires continued improvement to meet the challenges of the 1970's. Parents, teachers, administrators, and counselors need to be better informed about career choices and the avenues leading to those options available to students. With this as a basic assumption, our efforts were directed toward preparing a model work experience program providing relevant sociological, psychological, and experiential activities which would stress employability skills for upper junior and senior high pupils.

Career trial experience must be relevant and meaningful. With this in mind, Team 2E has proposed the following objectives as a guide to provide meaningful work experience programs for all students. The proposed program will demand interdisciplinary relationships between school personnel, parents, industrial representatives, and other agencies concerned with helping youth in the transition from school to work and/or advanced education.

In developing this work experience model, the following variables have been influential in guiding our thoughts; student personality, employer expectations, and societal demands. These should be accounted for in any model that purports to develop employability skills. By employability skills it is meant the development of "attitudes and behavioral patterns" that make for a successful worker. If students are to have meaningful relationships with the demands of the work world, then it behooves the school to develop interaction among industrial personnel, school personnel, and parents. Students need this interaction and dialogue as they search for appropriate behavioral patterns in a complex society.

III. Objectives

The objectives of the Work Experience Program to Develop Employability Skills which follow are broad in scope, interdisciplinary in intent, and operational within the environment of the secondary (7-12) school.

A. To assist students in understanding their attitudinal reactions to work experiences and to make appropriate adjustments in their behavior.
B. To assist students in developing their skills in interpersonal relationships and self-analysis.
C. To assist students in understanding their abilities, skills, personality, values, expectations, and aspirations as these relate to work.
D. To assist students in solving problems of a personal, academic or vocational nature.
E. To assist students in examining the relationship between their career interests and life style.

F. To assist students in understanding the relationship between existing curriculum and the world of work.

IV. Procedural description for accomplishing objectives

A. Introduction

In order to accomplish the objectives, it is proposed that a school employ a work experience coordinator who has a foundation both in guidance and vocational education. This individual would be responsible for locating jobs for students and for conducting group guidance and counseling activities with these students on a scheduled base. Content for such counseling should develop from the experiences the student has on the job. Such a program would enable school personnel to go beyond the talking stage of vocational counseling and to become action oriented.

B. Activities

Practices such as work experience programs, on-site visitations to industries, and media utilizations are useful and traditional. The Employability Skill Development (ESDP) is designed to support and enhance these traditional activities by helping students to utilize them more effectively. Through the medium of various types of work experiences provided by the school, our program will support these activities by helping students explore, react, and interact with the experiences acquired in these trial jobs.

Specifically, the following activities are considered essential in meeting the objectives and purposes of the model:

1. Several activities could make up the related group guidance activities. For example plant tours may be planned, organized, and carried out by students without adult intervention. School and industry personnel would be available as consultants at student request.

2. Traditional activities such as the following need continual utilization and innovation:

    a. Plant tours
    b. Role model utilization
    c. Role playing
    d. Group guidance
    e. Audio-visual aids
    f. Grooming courses
    g. Occupations course
    h. Career days
    i. Career conferences

3. Classroom activities such as the following are suggested for consideration:

    a. Show films or filmstrips relating the importance of attitudes, values, cooperation, etc. followed by

        (1) Why are certain attitudes important to job success?
        (2) How did these concepts apply to me as a person?

    b. Students - interview two or three people in the community and report back to the class. Also, workers should visit the class.
    c. Students may read related books on the topic under discussion.
    d. Students could visit local industry and write descriptive paragraphs relating to their observations.
    e. Students could develop posters showing attitudes essential or non-essential to jobs.
    f. Students could develop notebooks related to self-analysis:

        (1) Prepare a list of adjectives which describe self.
        (2) Specify those attitudes which can be modified.

    g. Students could participate in role-playing, socio-drama, and free writing activities.

4. Counseling activities: To reinforce development of employability skills, students should have the opportunity to participate in individual and/or group counseling sessions to:

    a. develop understanding of self.
    b. relate work experiences to individual development.
    c. resolve conflicts with others.
    d. develop skills in interpersonal relations.

5. Staff activities in support of the work experience model: All school personnel should become involved so they could relate their expertise from their particular discipline to student work experiences. Also, their contribution as a significant adult in their daily interactions with youth would gain greater significance when they are involved in the process of career exploration. This implies that school personnel should plan for work experiences in the summer or during sabbaticals to provide the necessary insight for counseling with youth and to become more knowledgeable of how they can make their particular subjects

more meaningful to students. School personnel will need continued in-service activity with employment experts to enhance their knowledge and rapport with the work world.

6. Study groups and/or seminar activities should be:

    a. planned by students and school personnel in cooperation with industry.
    b. conducted in school and at industrial locations.
    c. utilizing simulated experiences such as career games or computer-based decision-making systems.
    d. using role models such as graduates or dropouts for discussion groups.

7. Conferences: Utilizing college or business personnel with adequate training and experience in conducting conferences for purposes of sensitivity training of teachers, counselors, administrators, and students.

8. Instructional Resource Center: This center would contain films, filmstrips, film loops, tapes, etc. where pupils could come at their leisure or as assigned to listen and/or view the material. Library facilities and materials would lend adjunct support.

9. Advisory Committee: Comprehensive planning of the program for employment skill development is essential to the success of the program both from the standpoint of industry and education. Therefore, an advisory committee composed of personnel from business, industry, and education must be utilized in planning and implementing the project.

C. Identification of Resource Materials

Resource materials for the development of employability skills are varied. The usual variety of audio-visual aids would be of benefit to the work experience coordinator but would have to be developed or carefully selected to meet his specific needs.

Many good resources are available in the local area. Local people with whom students can associate or contact for help or jobs are excellent resources. Some of these people are listed below:

1. Employers
2. Employees
3. School graduates
4. School dropouts

5. Local employment commission personnel
6. Vocational school personnel
7. Local government (fire department, health and sanitation personnel)

D. Examples of Related Programs:

1. Career Search, Lewiston, Maine

   Contact: Tom Mahony
   Director of Guidance
   Lewiston Senior High School
   Lewiston, Maine

   This project sponsors a day on the job for in-school youth. Students are assigned to industrial workers to spend the day, usually Saturdays, to observe the operation of local industries.

2. Diversified Work Experience, New Haven, Connecticut

   Contact: Isadore Wexler
   Coordinator
   Career Education
   200 Orange Street
   New Haven, Connecticut

   In cooperation with local business leaders, a full-time teacher locates jobs according to student interest. Students selected for the program are potential dropouts and have had no previous skill training. They receive minimum pay and work on a program of increasing levels of skill and responsibility on the job. Related school subject matter is important. Students are provided with a hand-tailored schedule and participate in daily counseling.

3. Vocational Core, Hobbs, New Mexico

   Contact for publication: Research Coordinating Unit
   State Dept. of Education
   Capitol Building
   Santa Fe, New Mexico

   The Vocational Core Project, started in the early 1950's, is designed as an individual counseling project for problem students. Work experience, saving plans, and individualized curriculums are an integral part of the project.

4. Careers of Month, Austin, Texas

Contact: Texas Education Agency
Division of Guidance Services
Austin, Texas

One field of occupations, i.e., Health Professions is promoted each month of the school year. Methods that are utilized include bulletin boards, group meetings, special literature, and local resource personnel from the featured occupations.

5. Day on the Job, Des Plaines, Illinois

Contact: Herman Rider, Principal
Maine West High School
Des Plaines, Illinois

With cooperation of local service clubs and local industries, students voluntarily spend a day of spring vacation visiting an industry of their choice. Students are counseled as to behavior and what to look for while visiting local plants.

6. Forsyth County Special Needs Program, Cumming, Georgia

Contact: Kenneth Reynolds, Supervisor
Work Study and Special Needs
State Office Building
Atlanta, Georgia

Forty-five potential dropouts were selected and will be divided into three groups for one-hour sessions of group counseling. When appropriate, part-time work experience will be provided in the community. The coordinator of the program will work closely with teachers, counselors, and administrators to coordinate the project.

Math and communication skills will be directly related to the industrial arts projects. Girls will use home economics (food services) as the core of curriculum--with the academic aspect again being related to the work project.

E. Staff Needs and Organization

The size of the school district and the amount of funds available determine initial staffing and subsequent development. Regardless of its size, every school is encouraged to employ a Work Experience Coordinator. This specialist has primary responsibility for developing, initiating, and coordinating the functions comprising work experience activities with the on-going school program.

Other factors to be considered to assure successful operation of the Employability Skills Program are listed and described as follows:

1. The provision of adequate support staff, i.e., clerical, secretarial, other specialists, is mandatory.

2. The community Advisory Committee should include persons interested in and dedicated to helping students. To assure continual change and stimulation, it is recommended that membership be limited to two years.

3. Work Experience Coordinator--Ideally, this individual should have extensive background in both vocational experience with training in the field of guidance and vocational experience with training in the field of vocational education. He should have the interest and aptitude to administer such a program.

4. The appointment of an industrial liaison representative from local industry is essential for establishing those programs and relationships necessary for the successful operation of the Employability Skills Program. An individual with wide and varied industrial experience and knowledge of job roles is preferred. This person is also seen as having the skills for working directly with youth in an individual and group basis. The selection procedure should include the principle that such employment should be limited to a maximum of one school year. Salary obligations of the position should be provided by an individual plant or several plants collectively. If this proves unfeasible, it is hoped that the individual school districts would assume this responsibility.

   Previous experiences and practices in the United States have indicated that both rural and slum area schools will lack funds and staff to assume the successful operation of the proposed program. It is suggested that federal and state funds be made available to schools. These funds could be used to support:

a. vocational guidance coordinator
b. industrial liaison representative
c. secretarial help
d. transportation costs
e. publishing of guides, worksheets, manuals, etc.

F. Other Considerations

At this point it is essential that some comments be made regarding sex differences, ethnic characteristics, socio-economic factors, and industrial effort in relation to the Employability Skills Program.

With respect to sex differences, research literature has indicated a bias in counseling which has resulted in females receiving distorted pictures of the occupational world. Girls of high ability, generally do not prepare themselves for the occupations they are capable of achieving. It is suggested that girls need to be aware of intervening variables such as marriage, children, or job discrimination that will be crucial in determining the types of jobs they acquire. The interrupted career pattern will continue to play a key role in the lives of women, in addition to part-time work.

An Employability Skills Program demands that persons of different ethnic groups be counseled to meet the problems of discrimination and bias. The resentment of minority groups toward menial and dead-end jobs is an established fact and calls for understanding and educational changes to meet the challenge. What has been suggested in the program demands greater use of group and individual counseling as minority groups test their self-concept in the work world.

Recent research findings indicate that Negroes benefit from vocational programs, particularly as it increases their chances for employment. Increased use of advisory committees will enhance communication between disparate groups within the community.

In order to increase employability, it is urged that schools and communities provide auxillary services to a greater extent. For example, students in need of medical or dental treatment must receive these services; often their employability and attitudes about themselves as persons of worth with skills essential for competing in the job market depend upon this help.

Counselors in particular must be sensitive to helping students prepare for short-term employment and not exclusively for life-cycle employment. In meeting this challenge additional staff will be needed to act as role models and to help those students who inherit problems by being born into various socio-economic levels within American society.

V. Evaluation

Only through regular and systematic evaluation can the effectiveness of Employability Skills Programs be demonstrated and desirable changes be made. Evaluation of any educational program requires two preliminary steps:

A. A statement of objectives must be formulated for the proposed program.
B. A group of activities keyed to those objectives and the Employability Skills Program must be developed.

The primary question to be answered is "Does the Employability Skills Program accomplish its objectives?" To conduct an effective evaluation, the following factors must be considered:

A. Do the objectives possess the capability for restatement as questions?
B. What type of data will be evaluated? (enumerative, opinionnaire, or outcome)
C. How will the data be collected?
D. How will the data be evaluated?

In evaluating the Employability Skills Program, the above criteria should be employed. For example, objective one could be evaluated by this procedure:

Objective One:	To assist each student in understanding the attitudinal reactions related to his work experience.
Question:	Do group counseling sessions aid students in examination of attitudes and reactions to work experience?

1. Enumerative Data (simple counting)

   Do students enroll in group counseling sessions?

   Example: How many students completed group counseling sessions this year as compared to last year?

2. Opinion Data (subjective attitudes)

   Do students feel that the group counseling sesssions and work experience provided them with opportunity to analyze their attitudes?

Example: What do follow-up questionnaires reveal as strengths and weaknesses of the group counseling sessions and work experience programs?

3. Outcome Data (Behavioral Change)

Do pupils who have participated in group counseling sessions and work experience programs reflect any changes in attitudes regarding work?

Example: Do post-test attitude or Q-sort inventory scores of pupils show significant changes as compared with pre-test data; do the results indicate positive and realistic changes?

In accomplishing these suggested evaluation procedures, it is essential that appropriate agencies of counsultants be used. For example, the State Department of Education can provide consultants for advice on research design, data collection, and interpretation procedures. University research units are also available to provide the necessary evaluative support and expertise. Research units within each state or region, such as the Battelle Memorial Institute, Columbus, Ohio, are available for those school districts desiring independent evaluation.

The availability of other research units does not absolve local districts from planning and implementing evaluative efforts. Follow-up studies, opinionnaires, community surveys, and experimental research ought to be ongoing efforts at the local level. Objective and subjective data collection and analysis by local school personnel is most valuable for total involvement of staff. Community agencies should be involved in these efforts so that wider dissemination of results and recommendations can be achieved. Local industry has a vital part to play in the over-all efforts of the Employability Skills Program and needs to be involved in all efforts aimed at helping students acquire appropriate skills for employability.

In essence, the Employability Skills Program developed by this team aims to help students relate their needs to the complexities of occupational choice. To achieve this goal, the use of advisory committees, intensive counseling and placement, varied activities, and evaluation must be implemented within the framework of American public schools.

TEAM 2F

Use of Existing Vocational Program for Providing Exploratory Experiences

Resource Leader: Norman Gysbers - Missouri

Team Leader: James Albracht - Kansas

Work Group Members: Betty Gray - Georgia
Loyal Harris - Georgia
Juanita Lee - Alabama
Bill Lovelace - Texas
Jay Perris - Oklahoma
Albert Pitts - Wisconsin

I. Description of the Model

The existing vocational education curriculum in a school offers an opportunity to many students to test themselves in a particular work role. Such tryout experiences should be provided for students before they are required to make a choice of which vocational curriculum to pursue.

In many schools, particularly small high schools, there are no available opportunities. The intent of this model is to utilize the existing vocational curriculums as a medium for providing students with exploratory experiences prior to their entrance into a particular vocational curriculum. It is suggested that such experiences might be provided at the ninth and tenth grade levels.

In order to implement this model, a close working relationship must be initiated between the counselor and vocational teachers to assure that appropriate planning and scheduling is done by all. It is suggested that the program be divided into three phases. Phase I would be referred to as the orientation phase, which would be conducted by the counselor and would last approximately ten hours. A number of vicarious experiences would be used to increase a student's understanding of himself and to help him become acquainted with the world of work.

Phase II, referred to as the exploration phase, would provide the student with five to ten hours of instruction in each of the vocational offerings for the purpose of becoming more knowledgeable of the occupational area and to actually perform certain tasks for reality testing.

Phase III, referred to as counseling and follow-up, would follow after each experience in a particular vocation area. This area would be for the purpose of assisting the student in reflecting upon his experiences in terms of their meaning to him and to acquire additional knowledge needed regarding the occupational area through a variety of vicarious activities. Each of these intervals would be from five to ten hours. Such a model could provide students with some basis for making a future educational occupational choice.

II. Rationale

Contemporary social conditions limit youth's opportunity for work experiences. Such a condition requires educational programs to remedy this situation. In recent legislation the Congress of the United States recognized the value of exploratory experiences for "the world of work."

Exploratory experiences may focus attention on local citizens who are successfully engaged in the world of work. These people provide models with whom students may identify. The student may have the opportunity to move into a meaningful work experience program after the exploratory period. These exploratory experiences could help the student facilitate more effective educational (including occupational) planning and goal formulation. Exploratory experience related to the world of work may make it possible for the student to see more relevance in his academic courses.

Resource personnel and faculty make an effective educational team for providing exploratory experiences. Vocational teachers make use of advisory committees which could give much assistance in the planning and operation of these expereinces. A team approach involving the counselor and the vocational and academic staff members makes it possible to capitalize on their specialties, which may be brought to bear on exploratory experiences.

Exploratory experiences involving a cooperative relationship among students, parents, teachers, and resource personnel help the student to find self-fullment and see himself as the valuable citizen that he is. Other outcomes involve a knowledge of existing job opportunities, and a better understanding of the value of work to himself and his community.

III. Objectives

The following objectives may be achieved through exploratory experiences by the use of existing vocational programs. A student may:

A. Make a career plan for achieving his occupational goal.
B. Appraise himself, including his interests, abilities, values, needs, and other self-characteristics as they relate to occupational roles.

1. Develop an understanding and appreciation of his abilities.
2. Examine the worth of work and its implication to mental and physical health.
3. Analyze the role of the individual in the world of work.

C. Exhibit an awareness of self as a productive citizen in society.

D. Know the educational and employment opportunities available in the community as they relate to existing vocational programs.

IV. Procedures for Implementing Model

A. Introduction

Existing vocational programs to be utilized are usually organized in the following ways:

1. Show or Laboratory type classes

   Three continuous clock hours per class, two classes per day taught by instructors. Direct related instruction, not scheduled, but taught as needed.

2. Cooperative Part-time Training

   One hour of related studies each day for first-year and second-year students. (A minimum of three hours each school for each student of on-the-job training in a selected place of employment. Activities of vocational youth organizations and/or co-curricular organizations, and field trips of respective vocational programs are included.)

Three phases may be used to implement these exploratory experiences. They are orientation (I), exploration (II), and counseling and follow-up (III).

B. Phase I: Orientation

Group activity with the counselor and/or other designated staff including all students in the ninth and tenth grades.

1. Use visual, discussion and/or brief statement to show:
   a. Purpose and plans of the program, pre-tests to determine understanding of self, occupations, and maturity planning capabilities.

b. Show students the personal data forms and explain types, value, and utilization of information that is requested.

c. Use filmstrips or other media to explore student behavior and responsibility during exploration.

d. Secure services of resource persons and/or material to introduce development aspects of mental, physical, and social relationships in the world of work and life in general.

C. Phase II: Exploration (shop or laboratory, cooperative part-time training, youth organizations, field trips)

Those mental and physical activities undertaken with the more or less conscious purpose of eliciting information about one's environment; or of verifying or arriving at a basis for a conclusion or hypothesis which will aid him in vocational assessment and planning.

Phase II: Exploration Shop or Laboratory Observations

Activity	Number of Visits	Number of Students Visiting Each Vocational Class	Possible Student Outcomes
By invitation of respective organization	Number of invitations	Varied as planned vocational clubs are organized	Desire to identify with persons in group Become familiar with youth organizations Reduce choice anxiety
Observation by required visitation	4-5	4-5	Become interested in occupation Reject occupation Become aware of working conditions Experience success in planning Develop a better attitude toward school subjects because there is a known need for them Motivation to seek individual help from counselor and other sources
Optional visitation for observation and participation only by appointment	Unlimited	4-5	Reality testing of role requirements The work tasks create need to plan to achieve some purposeful goal

Phase II: Exploration **Cooperative Part-Time Training**

Activity	Number of Visits	Number of Students Visiting Each Vocational Class	Possible Student Outcomes
Observation by visitation to related studies classes. Student option.	4-5	4-5	Same as in the lab observations Be acquainted with new occupations by titles
On-the-job observation by student option, last period of the school day, Saturdays, or school holidays	4-5	Buddy System one observer per trainee	Same as in related classroom activity Be acquainted with new occupations by observation Gain an image of is expected of the individual on the job Accept a worker model in local community Become acquainted with employer-employee relationships

Phase II: Exploration **Field Trips**

1. Scheduled by counselor for students enrolled in the exploratory course.
2. Selected by rotation chart based on interest in the occupational field and/or other criteria.

Phase II: Exploration **Applied Experiences**

Student progress report of exploratory experiences and their influence on his interests and value.
Compare personal habits by those required by the occupation the students visited.
Hold periodic conferences with counselor on other individuals to assess his progress in the accomplishment of his goals noting changes in his outlook.
Research and report on occupational clusters noting their value to the community.
Contrast the lives of two people to note how various personalities contribute to the lives of others.
Compare his psychological needs with the opportunities for satisfaction provided by an occupation.
Examine the life styles of workers.

Illustrate social relationship of the worker with others by use of various media.
Analyze the value of one's work to the welfare of his community through film and other media.
Participate in voluntary service organizations set up by the community and school.
Interview parents, friends, teachers, and others in the work world to overcome conflicting self-perceptions and self-evaluations.
Work with income tax and other employee material to gain knowledge and skills of our economic system and the workers contribution to it.
Have students use various media and illustrate individual differences.
Record short oral speeches (reactions) to help students recognize the need for the basic skills of reading, writing, arithmetic, listening and understanding.
Explore hobbies and other leisure time projects to gain insight into possible job opportunites.
Demonstrate through hobbies or other leisure time projects how insight was gained into understanding self as related to job requirements.

D. Phase III: Counseling and Follow-Up

It is proposed that after each series of experiences in Phase II individual and group counseling sessions be scheduled to provide the student with an opportunity to reflect upon his experiences in terms of greater self-understanding as well as greater understanding of the other dimensions of career development. Thus, Phase III becomes an integral part of Phase II at designated intervals.

E. Program Implementation

1. Pre-planning period for organization

    a. Time (to be determined by local school officials) scheduled for activities.

        (1) existing class period (social studies, English, etc.)
        (2) organized class (credit determined)

    b. Selection procedure (include students in grades 9-12)

        (1) preferred group to include those students who are not enrolled in existing vocational programs.
        (2) required course for grades 9 or 10 when schedule permits.

c. Staff needed for pilot programs: none additional
Use existing counselors, academic and vocational programs

d. Time Schedule (student involvement)

Phase I	10 clock hours
Phase II	75-100 clock hours
Phase III	30-40 clock hours

e. Staff organization - local option

TEAM 3G

A Model for Entry Job Placement and Follow Through For a Single School

Resource Leader: Gene Bottoms - Georgia

Team Leader: Curtis Phipps - Kentucky

Work Group Members:
John Althouse - Pennsylvania
Dallas Ashby - Delaware
Walter Faulkner - Vermont
Drederic Finsterbach - Delaware
B. U. Rosser - Illinois

I. Description of the Model

This model is designed to show how a single school can provide job placement assistance to all students who will be entering the labor market.

A. Those entering before completion of secondary school
B. Those entering while completing secondary education but seeking part-time employment
C. Those entering the labor market on a supervised work-study basis
D. Those entering labor market directly following completion of formal secondary education
E. Those entering labor market at an unspecified time following completion of secondary education

II. Rationale

If a graduate is to become employed in a position suited to his achievement and personality, he must be assisted toward clarification of his goals, summarization of his saleable skills and personal qualities, and exploration of the possible markets for these skills. Only when such help is given through an effective job placement program has the school taken the final step toward its ultimate goal--the linking of a potential employee with employment which is satisfying to him and to his employers.

III. Assumptions

- A. Prior to entry into the labor market, it is assumed that each individual has been provided occupational exploratory experiences.
- B. It is assumed that the schools have provided the individuals with the opportunity for individual assessment.
- C. It is further assumed that this assistance will be available on a continuous basis and will be provided by both professional and paraprofessional personnel within a single school setting.

IV. Procedures for Implementing Model

A. Introduction

1. The implementation of the model is possible within the framework of the current operation of the school. It may, however, require a reorganization of the thinking of the currently employed staff to become oriented to job placement of the students in their charge. If the model is to be broadened, expense may be incurred with the purchase of hardware, resource material, and additional professional staff.

2. There should be a resource person who has the responsibility for the overall program and for coordinating the activities of the in-school team.

B. The Student's Assessment of Himself

1. Motivation
   - a. This step can be achieved by a variety of techniques including interview, biography, and group counseling.
   - b. The assessment of the individual should include a thorough knowledge by the individual of himself, his aptitudes, abilities, and interests; it should include such items as motivation and reasons for seeking employment.

2. Self-Analysis
   - a. Pertinent areas of self-analysis should include interests, achievements, and aspirations.
   - b. All accumulated information pertaining to the individual shall be assembled for his utilization in making a self-analysis with the school's assistance. The results of tests, projects, field trips, career days, resource persons, and past performance will be utilized. Techniques could include the use of

individual and group counseling and may include the services of school personnel other than the counselor.

3. Readiness, achieved through:
    - a. Part-time employment
    - b. Hobbies
    - c. School experiences (curricular and co-curricular)

C. The Student's Assessment of Suitable Opportunities Available

1. In line with his total assessment, the student should become aware of the opportunities available to him.
    - a. Part-time employment
        - (1) School placement bureau
        - (2) Community-sponsored placement organization
        - (3) Industry and business sponsored placement organizations
        - (4) Newspaper sponsored student want ad section

    In order that he may enter the vocational area best suited to his total assessment, readiness for employment should assure that the individual has knowledge of himself and can relate this to his saleable skills.

2. Work Study
    - a. Distributive Education
    - b. Work-study, i.e., lunch room, library, maintenance
    - c. Placement in work related to some aspect of curriculum, i.e., drafting student in the office of an architect, office occupations girl in a business office
    - d. Work-study at higher level, i.e., junior college, colleges, vocational-technical institutes
    - e. Apprenticeships

3. Full-time employment
    - a. Local
        - (1) Service clubs
        - (2) Employment security service
        - (3) Business and industrial organizations
        - (4) Advisory committee
        - (5) Apprenticeship councils
    - b. Regional
        - (1) Employment security service
        - (2) News media

c. National and Governmental

   (1) U. S. Employment Security Service
   (2) U. S. Department of Labor--Occupational Outlook Handbook and other publications
   (3) Civil Service bulletins
   (4) Armed forces recruiters
   (5) Manufacturers representatives

D. The Student's Determination of Course of Action

1. Based on steps related to (1) assessment and (2) determination of suitable opportunities available, the student is now ready to make a decision.

   a. Preparation of employer contact

      (1) Review of application and resumé procedures
      (2) Review interview procedures

   b. Contact employer

      (1) Student makes contact
      (2) School personnel makes contact when student confidence is needed, such as underprivileged students

   c. Outcome of employer contact

      (1) Employer assessment
      (2) Employee assessment
      (3) Student weighs advantages and disadvantages of job
      (4) Employer and employee make decision and report back to school.

E. Follow-through and Follow-up

1. A follow-up interview with student and employer should aid in determining mutual satisfaction in the job placement. The student's file must remain open. The student's future difficulties (if any) may indicate weakness of job placement process; also, student becomes a valuable resource person to aid in counseling others in the future.

   a. Follow-through should be initiated by school within a three week period to consider the student's job adjustment
   b. Follow-up should be initiated within a six months period

(1) Assessment
(2) Suggestions for further growth

(a) Experience
(b) Further education

TEAM 3H - 3I

A Model for an Entry Job Placement Program for a Single or Multiple System

Resource Leader: Gene Bottoms - Georgia

	TEAM 3H	TEAM 3I
Team Leader:	Evelyn Murray - Washington, D.C.	Lee Paulk - Georgia
Work Group Members:	Lionel Cornell - Florida	Howard Avery - Illinois
	Donald Darling - Florida	Lia Kapelis - South Carolina
	Kenneth Eaddy - Florida	Ralph Onarheim - Wisconsin
	Corry Hutchens - Alabama	
	Albert Johnson - Oklahoma	
	Guy Phipps - Tennessee	
	Gary Small - Florida	

I. Description of the Model

The pattern developed here assumes a new role for the employment service involving both the school and the employment service more heavily in placement activities.

The model would de-emphasize direct testing and counseling by the employment service in the schools. This plan envisions giving jobs to school counselors for their direct referral of students to job openings. Referral of youth to the local Employment Service would be at a minimum while school is in session. The Employment Service will at all times work jointly in the best interest of the youth.

The model, Continuous Job Placement, will provide a vehicle which a school or school system could use in job placement for students entering the field of employment.

It is recognized that there are many other ways in which the employment service may be used. This vehicle, however, stresses their role in a central resource office.

II. Objectives

Broad Objectives (Goals)

A. Students will develop a value system compatible to the world of work (affective).
B. Students will develop understandings about the structure of the world of work (cognitive).
C. Students will develop competencies needed or expected of the employee (psycho-motor).

Behavioral Objectives

A. Students will develop a value system compatible with the world of work.

1. A student uses the problem-solving approach to occupational choices. The student considers alternative choices and implications in making short and long range plans concerning his occupational goals and use of leisure time.

2. A student demonstrates pride by his tasks and appreciation for job performance by:

   a. meeting task specifications
   b. conducting self-evaluation of the products of his work

3. A student shows that he has respect for himself, for others, and for property by:

   a. practicing personal hygiene
   b. dressing neatly and appropriately for his job
   c. considering all communications relating to job performance
   d. using properly all property and equipment related to job performance

4. A student demonstrates a positive attitude toward the role of work by:

   a. being punctual to work
   b. following prescribed job instructions
   c. completing assigned job tasks on time
   d. practicing assigned job standards
   e. practicing stated and accepted ethics on the job

B. Students develop understandings about the structure of the world of work.

1. A student relates his personal characteristics to his desired job clusters and his work goals.
2. A student identifies and describes the jobs available in his local, state, and national communities included in his preferred job clusters.

3. A student identifies and understands training techniques, methods, and facilities offering further education in his preferred job.
4. A student demonstrates a knowledge of the rights and responsibilities inherent in the relationships between the employer and employee as defined by working conditions, contractual agreements, policies, and practices.
5. A student demonstrates an understanding that the world of employment is flexible by describing interrelationships of jobs to technological advancements and by recognizing his need for continuous planning for possible change in employment.
6. A student uses social and economic information in planning work goals as defined and evidenced by his knowledge of:

   a. wages
   b. fringe benefits
   c. vacations
   d. sick leave
   e. leisure time
   f. retirement provisions
   g. mobility (geographic, promotional, and job changes)
   h. social security procedures
   i. work permit procedures

7. A student exhibits knowledge of the process, procedures and resources available for continuing vocational assistance for placement, advancement and retaining in the world of employment.

C. Students will develop competencies needed or expected of employees.

1. A student exhibits basic job skills needed for entry in his preferred job clusters. (Specific courses of study to be filled in by instructors.)
2. A student exhibits basic job skills needed for entry into, and progress in, his preferred job cluster.
3. A student exhibits skills needed to secure employment such as:

   a. using all available resources
   b. seeking job opportunities
   c. relating job requirements to personal attributes
   d. filling out applications
   e. participating suitably in interviews
   f. preparing for job interviews

III. Rationale

Assisting each individual in making the best possible transition from school to work requires an organized, total school effort. If a high school student is to become employed in a position suited to his achievements and personality, he must be assisted toward clarification of his goals, summarization of his skills and personal qualities and exploration of the markets. Only when such guidance is given through an effective job placement program has the school taken the final step toward its ultimate goal--the linking of the potential employee with employment satisfying to both him and his employers. An examination of the responsibility of the school, the characteristics and needs of students enrolled, and the nature and complexity of today's society reveal the need for an organized and systematic program of job placement.

There are numerous reasons for supporting the position that the school guidance program should perform a job placement service.

1. Students can make better decisions with the help of the school counselor.
2. The secondary school has a job placement responsibility. Placement is a function of colleges. Students on the high school level also make the transition from school to work. Many of these students on the high school level are in greatest need of guidance.
3. The school is the agency in the community which knows the student best and with which the student has been associated most of his life.
4. School will be more meaningful to students when the relation between school activity and work is more specifically demonstrated. Students will remain in school a longer period of time.
5. Appropriate job placement by the school will benefit the employers in the community.
6. Generally school-community relations will be improved through job placement and the related activities involving local business leaders. The holding power of the community will be increased when persons are appropriately placed.
7. Continuous contact with students and community residents provides them with an opportunity for re-education and re-entry into the labor market at higher levels. This activity will result in benefits to the student and the community.
8. School is a beginning point for contact with other community agencies which will be of help to the students in securing job placement.
9. Pride can be taken by a school faculty which is concerned with the maximum development of each of its students as they move from the high school to other situations.

IV. Procedures for Implementing Model

A. Introduction

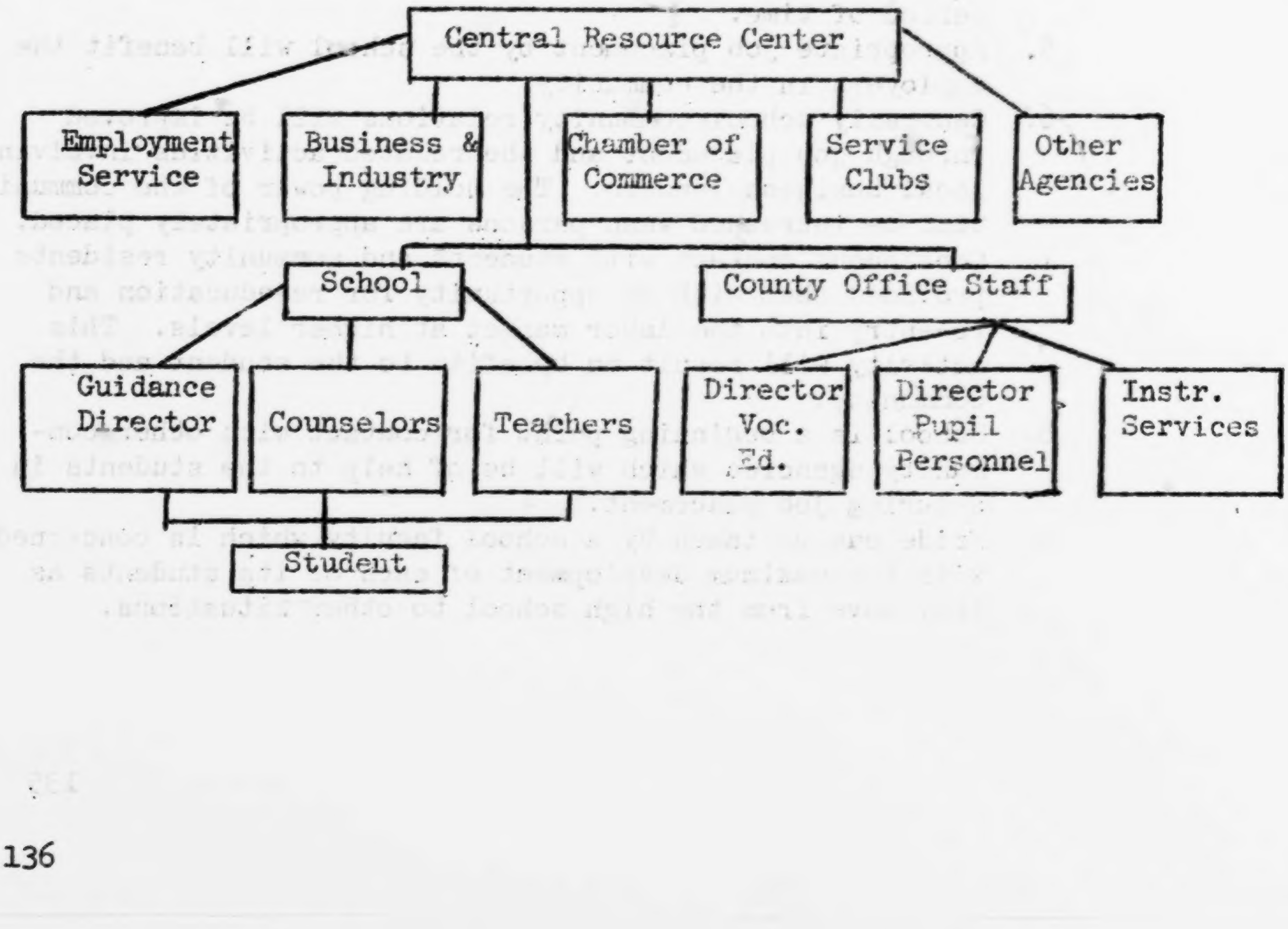
The committee felt that the educational system must accept responsibility for providing job placement that consists of the following elements:

1. The development of a central resource center by which the student and employer are brought together
2. The development of behavioral patterns on the part of the pupil that makes for successful transition and adjustment counseling
3. The development of a continuous program of job adjustment counseling
4. The development of a continuous job placement program for graduates and early school leavers
5. Providing opportunities for retraining and upgrading
6. The development of a systematic follow-up study of each student's retention and advancement on the job

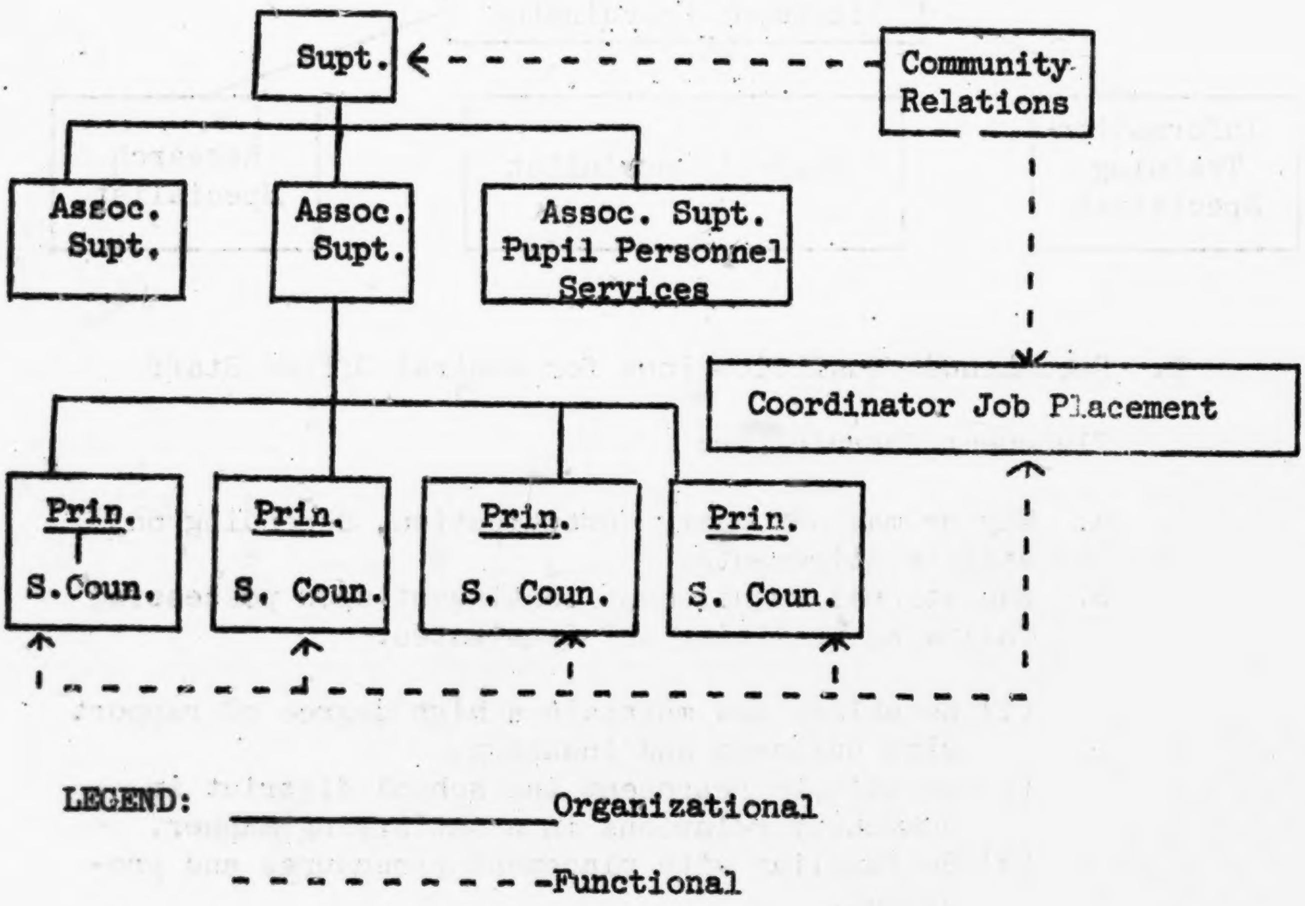
B. Organizational Structure

The following chart outlines the function and responsibilities of the central agency and the local school staff as they are related to items 1 through 6 listed above.

MODEL 1A
ORGANIZATIONAL CHART
CENTER OUTSIDE OF SCHOOL SYSTEM


Central Resource Center
Employment Service
Business & Industry
Chamber of Commerce
Service Clubs
Other Agencies
School
County Office Staff
Guidance Director
Counselors
Teachers
Director Voc. Ed.
Director Pupil Personnel
Instr. Services
Student

MODEL 1B
SCHOOL SYSTEM ORGANIZATIONAL CHART

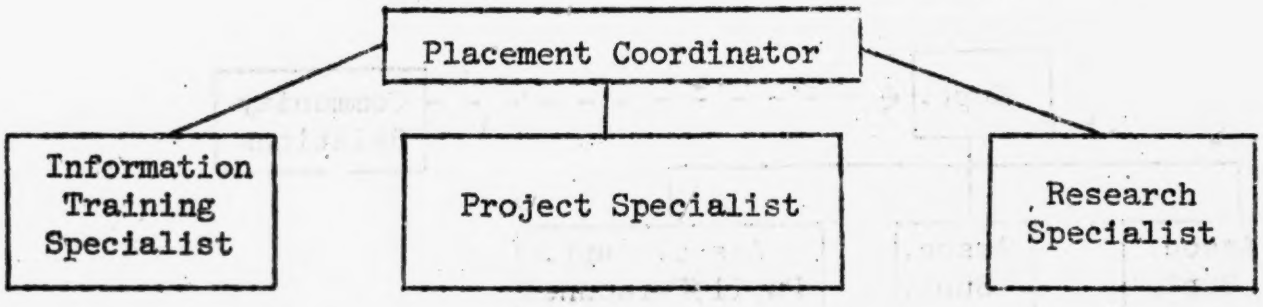

Supt.
Community Relations
Assoc. Supt.
Assoc. Supt.
Assoc. Supt. Pupil Personnel Services
Coordinator Job Placement
Prin.
S.Coun.
Prin.
S. Coun.
Prin.
S. Coun.
Prin.
S. Coun.
LEGEND:
Organizational
Functional

By organizational importance, the superintendent is the primary person in the line and staff relations. Second in authority are associate superintendents. Under the associate superintendents of instruction are the principals of individual schools. School counselors are on the staff of the schools and serve under a principal.

By function, the superintendent is responsible for community relations. The Coordinatory of Job Placement in the central office has first-person contact with the community in job placement functions. In this capacity, he has direct access to the superintendent to advise and be advised on matters pertaining specifically to community relations in the area of employment.

The Coordinator of Job Placement will maintain a flow of information between his office and the Coordinators of various work-study programs. Whether the office for that coordinator is under pupil personnel services or curriculum, the levels of responsibility will be similar in most instances.

COMPOSITION OF CENTRAL OFFICE STAFF



1. Recommended Qualifications for Central Office Staff

   Placement Coordinator:

   a. May or may not carry certification, depending on state requirements.
   b. Educational requirement contingent upon possessing following abilities and attributes:

      (1) Establish and maintain a high degree of rapport with business and industry.
      (2) Be able to represent the school district in community relations in a satisfying manner.
      (3) Be familiar with placement procedures and processes.
      (4) Be familiar with needs and wants of industry.

2. Other specialists must be competent in area of specialization and possess training commensurate with responsibility.

3. General Duties of Specialists

   a. Information and Training Specialist

      This office will have the responsibility of developing and disseminating information needed by area to be served. In-service training of guidance and other staff personnel will be handled and coordinated through this office.

   b. Project Specialist

      This office will coordinate career activities, presentations, audio-visual programs, and such other programs that need to be scheduled to the several schools.

c. Research Specialist

This office is responsible for the setting up of research-type activities to evaluate the entire program and provide some direction for work in curriculum modification.

C. Activities performed by different specialists

1. Coordinator of Job Placement (Central Office)

His responsibility will be to supervise and coordinate the job placement activities in a multiple school system, to stimulate and provide leadership to the resource person for the school job placement counselors.

a. Sample Activities

The following activities do not represent a complete list nor are they in order of importance or sequence. The letters before the activities are to identify the activities as:

C - Coordination
S - Stimulation
R - Resource type of activity

S 1. Conduct in-service training for the school placement counselors for such purposes as understanding the economics of local industry, Federal and State Child Labor Regulations, union regulations, services of the State Employment Service, follow-up and follow-through activities, etc. Excellent use can be made of outside resource people.

S 2. Sell the job placement program to school administrators, faculties, and guidance staffs. (If the school principal is with you, half the battle is won.)

R 3. Disseminate same to school job placement counselors.

S 4. Inform local employers of vocational education programs, the schools in which they are offered, the names of the school job placement counselors and their telephone numbers, and urge employers to call their local schools when in need of qualified employees.

C 5. Conduct a well-organized public information or public relations program to keep parents, employers, and others well informed on the job placement program--T.V. press, radio, talks, etc.

R 6. Serve as a clearing house for information on job vacancies, both directly from industry or through agencies.

R 7. Disseminate such information to the schools.

C 8. Cooperate with other agencies in placing students on jobs.

C 9. Seek cooperation from community and civic organizations to encourage such events as career days, visitation days, vocational days, job information days, "how to get a job you want" clinics, parent days, counselor visits to business and industry, seminars on construction trade apprenticeships, workshops for teachers and counselors, etc. A few examples of organizations which might be utilized: Kiwanis, Rotary, Personnel and Management Associations, unions, employer associations, Civil Service groups.

S 10. Organize a vocational guidance or job placement advisory committee which can provide leadership on many of the activities and projects needed in a job placement program. For example, conducting a public relations or information program in the community.

C 11. Compile a directory of local people who are willing to serve as resource persons in speaking to classes or at group guidance sessions for teacher and counselor use.

R 12. Compile a directory of field trips which local businesses and industry will conduct for interested groups.

S 13. Organize and initiate follow-up activity, including necessary instruments. Since school job placement counselors will be conducting follow-up for their school, they should be involved in planning.

S 14. Organize and initiate continuous contact with graduates and former students. This could be built into follow-up activity.

C 15. Meet periodically with central office staff in other disciplines to keep them informed on the job placement program.

C 16. Suggest needed curriculum changes made evident by the follow-up studies.

R 17. Assist school job placement counselors in developing a system of job order forms, referral cards, reply cards from employers, report forms, etc. which will be necessary in a program of this nature. Samples of such forms will be duplicated and attached to this report.

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2. Job Placement Counselor (Local School)

Sample Activities

Again, these do not represent a complete list nor are they in order of importance of sequence. They are separated into Direct and Indirect; those under Direct being those performed by the counselor directly with the student.

a. Direct Activities

(1) Counsel students individually or in groups regarding their transition from school to work
(2) Organize and conduct group guidance classes or sessions.
(3) Be involved in testing and in test interpretations.
(4) Prepare students for the employment interview.
(5) Assist students in the preparation of a personal resume. This could be a cooperative effort with English teachers.
(6) Inform students of job vacancies through bulletin boards, p.a. announcements, personal contact, through teachers of certain classes, etc.
(7) Refer students to prospective employers.
(8) Within six weeks, schedule a follow-up interview with students who have been placed on jobs.
(9) Develop a method of procedure of maintaining contact with graduates, drop-outs, which will be, in effect, a continuous job placement program.
(10) Inform students before they leave school that this job placement service is available to them and encourage them to make use of it.

b. Indirect Activities

(1) Meet periodically with school staff to keep them informed on the job placement program.
(2) Work with teachers to relate their subject matter to the world of work.
(3) Work with teachers to assist youth in the development of appropriate work attitudes and understandings.

(4) Work closely with parents to keep them informed and oriented about the job placement services available to their children.
(5) Coordinate employer visits to the school to interview students or inform them of local job vacancies.
(6) Contact employers to locate job vacancies, requirements, etc.
(7) Maintain an active file of:

(a) students who are seeking employment
(b) current job vacancies
(c) faculty evaluations or recommendations for students.

(8) Obtain an employer assessment or evaluation within six or eight weeks after the former student has been placed on a job.
(9) Prepare reports and forms as necessary to meet local, state or federal requirements.

3. Job Referral Activities

a. Employer

(1) Call local school directly
(2) Call central office so job vacancy information will be distributed to several or all schools.

b. Counselor

(1) Upon call from employer or central office, a job order form is completed. This may be done by clerical staff.
(2) Job order form (without name of firm) is posted on bulletin board. Student reports to Job Placement counselor for referral card.
(3) Job vacancy may be announced over the PA system asking students to report to Job Placement Counselor for the referral card.
(4) Counselor may contact vocational subject teachers for qualified students.
(5) Job order may be forwarded to central office for distribution to other schools.

c. Student

(1) After noting the job vacancy, the student contacts the Job Placement Counselor to pick up a referral card which gives the name and location of the firm and person to contact regarding the job.

(2) Keeps interview appointment.
(3) Reports back to Job Placement Counselor whether he accepted the job or not. He returns referral card which has been initialed by the employer.

C. Responsibilities of the Control Office, School Counselor and Teacher in Implementing a Job Placement Program

1. Development of behavioral pattern on the part of the student that makes for successful transition and adjustment to the world of work.

   a. Central Office Staff Responsibilities

      Information Function

      (1) Gather and provide resource material.
      (2) Provide information for curriculum, evaluation, and planning.
      (3) Conduct periodic in-service staff development programs regarding tools and current information as it relates to the world of work.
      (4) Develop a counselor's guide on local and state industry.

   b. Counselors

      (1) Conduct individual and group counseling sessions with students regarding transition from school to work.
      (2) Conduct organized group guidance classes for students.
      (3) Provide services to teachers to strengthen the students understanding of the world of work.
      (4) Initiate and conduct conferences with parents and students to discuss vocational plans.
      (5) Collect and disseminate pupil assessment data to pupil, teacher, and parent

   c. Teachers

      (1) Develop and integrate instructional materials to the world of work.
      (2) Develop better understandings of individual differences in physical, mental, and social traits of each student.

2. Development of a vehicle through which the student and employer are brought together.

   a. Central Office Staff Responsibilities

Liaison Function

(1) Arrange for employers to visit different schools to interview students seeking employment.
(2) Serve as a clearing house for obtaining and disseminating placement information to schools.
(3) Maintain contact with industry, business, and other agencies.
(4) Establish advisory committees in support of vehicle.

b. Counselors

(1) Prepare students for employer interview.
(2) Coordinate the employers visitation to the school for the purpose of interviewing students.
(3) Refer early school leavers, graduates, and students to potential employers.
(4) Maintain a current file on job vacancies.
(5) Develop and follow procedures for obtaining information from the resource center.
(6) Offer services to teachers to assist them in preparing students for job placement.

c. Teachers

(1) Assist students to become competent in:

    (a) using all available resources
    (b) writing job resumés
    (c) filling out application forms
    (d) job interview conduct
    (e) conducting field trips

3. The development of continuous program of job placement counseling

a. Central Office Staff

(1) To work and follow through with employers in helping youth to make successful adjustments to his work.
(2) Develop information on job ladders and promotional opportunities that exist in different types of businesses and industries within local and state communities.

b. Counselors

(1) Schedule at least one follow-up counseling interview with each student placed on the job within months.

        (2) Conduct periodic personal contact
        (3) Obtain employer assessment of the student within three months
        (4) Encourage teachers to stay in contact with former students

    c. Teachers

        (1) Be aware of employer assessment of former students

4. Development of continuous job placement program for graduates and early leavers

    a. Central Office Staff

        (1) Job promotion and use of mass media of field visiting
        (2) Make available to the school on a continuous basis information on the job vacancies (clearing houses)
        (3) Organize a cooperative effort with other agencies that can assist local schools in placing graduates and early school leavers
        (4) Maintain employer records of referral of students
        (5) Make employability information available

    b. Counselors

        (1) Inform graduates and early school leavers of continuous job placement service
        (2) Maintain records of referral of students for two years who sought employment from that school

    c. Teachers

        (1) Inform students of continuous job placement services

5. Develop a systematic follow-up--a study of each student

    a. Central Office Staff

        (1) Coordinate and conduct follow-up reports from each participating school
        (2) Develop and disseminate follow-up forms

    b. Counselor

(1) Conduct follow-up survey; make follow-up data availabe to teachers.
(2) Provide necessary additional service to individuals.

c. Teachers

(1) Be aware of information gained from follow-up surveys as related to former students.

V. Follow-up should include determinations as to:

A. Proportion employed
B. Graduate's satisfaction with job
C. Employment in line with training
D. Need for more training
E. Need for counseling
F. Employer satisfaction
G. Proportion having chance for advancement
H. Employment in line with abilities, skill, interests
I. Unemployment by course taken (for curriculum adjustment)

VI. Evaluation

Evaluation would be built in to the follow-up studies with consideration as to the number of placements in jobs related to the student's training, the number of job changes and reasons for the changes, grading purposes, number of contacts of students who sought full-time employment with the Job Placement Counselor, number of persons who return to the school Job Placement Counselor after initial job placement to seek further assistance and information on job vacancies, further education, and training, etc.

SECTION IV

CONCLUSIONS AND FOLLOW-UP

The overall objective of the conference was to develop models for conducting systematic and sequential exploratory experiences for students at the junior and senior high school levels which would eventually lead to satisfactory job placement. More specifcally, the objectives were as follows;

1. To identify behavioral objectives expected of the student as a result of a systematic and sequential exploratory experience from junior high through senior high school or at a student's point of departure from the school.
2. To develop models applicable to both large city schools and rural schools in providing exploratory experiences at the junior high level, work experience programs at the upper junior high level and senior high level plus entry job placement with emphasis on the culturally deprived youth.
3. To develop these models to the extent that implementation by conference participants would be readily possible.
4. To enable representatives from each state at the conference to devise a plan from implementing and disseminating models in schools in their states.

In addition to the above stated objectives, two major assumptions were formulated regarding the institute. Initially, the assumption was made that if an individual had to commit himself to the actual implementation of one of the models upon returning to his state prior to seminar participation acceptance and if while in attendance he had to construct a plan of action for said implementation, the participants would be more inclined to actually attempt the implementation of one of the models or a modified version of a model. Secondly, the assumption was made that the conference was so structured with its resource papers, task oriented groups, and relatively equal composite of vocational education type and counselor type that a change in the way participants ranked major career development concepts would result. The change would tend to reveal more of a correlation between participant rankings and rankings of experts in the field.

To determine whether or not the conference objectives were accomplished and to collect evidence regarding the assumptions, the evaluation consisted of three parts: First, a conference evaluation questionnaire was administered at the close of the conference. Second, participants were asked to rank in order of importance forty career development concepts prior to and at the close of the conference. Third, a follow-up was conducted to determine the extent to which each of the state teams accomplished the proposed plans that they made during the conference and to determine other activities that may have been initiated as a result of the conference. Participants were asked to rank in order of importance forty career development concepts prior to and at the close of the conference. Third, a follow-up was conducted to determine the extent to which each of the state teams accomplished the proposed plans that they made during the conference and to determine other activities that may have been initiated as a result of the conference. Participants were asked to use a five point rating scale to indicate their reactions toward twenty-five statements. A tabulation of the participants responses appear on page 167. In addition, participants were asked to complete seven incomplete sentences of which reference is made to the results in the narrative statement which follows.

Responses given by participants to several of the items on the evaluation questionnaire provide some information regarding participant perception of the "content" quality of the conference. Participants' responses indicated that their overall reactions toward what they had gained from the conference were more positive in nature than their reactions toward certain aspects of the program content. For example, in response to the statements "I didn't learn anything new" and "I could have learned as much by reading a book," two-thirds of the participants "strongly disagreed" while in response to the statement "the speakers were well prepared," "the speakers knew their subject," and "the team leaders were well prepared," over one-half "agreed" rather than selecting the response "strongly agree."

Participants indicated that the task oriented work sessions were the best part of the conference. This was exemplified in the response to the incomplete sentence "the best part of the program was" to which over eighty per cent indicated the work sessions. In addition, their responses to statements 11, 16, 17, and 18 support the value of the work sessions.

The suggestions most often given for improving the conference were a longer period of time and a schedule which called for less time in conference activities. This was reflected in the participants' responses to the incomplete sentences of "the seminar could have been improved by" and "the seminar should have included". Several participants indicated that the imposed time limits were not sufficient for completion of seminar assignments. For example, one participant concluded that the seminar in its entirety could well have been spent just on behavioral objectives.

Most participants indicated that the conference-considered models had been developed to the extent that participants could return to their particular settings and develop them in to appropriate program designs. This is illustrated by the following typical responses given by participants to the incomplete sentence "the career development models that were developed are":

"good framework for further development"

"helpful as guides for program development"

"applicable with some modification to my situation"

Over ninety per cent of the responses to the incomplete sentence "as a result of the seminar I plan to" had to do with disseminating information about and implementation of models developed at the conference. It was strongly agreed upon by over one-half of the participants that sending a proposed plan of action to the respective state directors of vocational education was a good idea. These facts indicate that at the close of the conference participants were committed to the implementation of certain models back in their respective states.

FOLLOW-UP

During the month of July (1969) a personal contact was made with each state team leader to determine the degree to which his team's major proposed activities were actually implemented. The following scale was used in evaluating the status of these planned activities:

A	Activity has been completed
B	Activity is currently in process
C	Activity is still in planning stage
D	Do not plan to complete activity

The following summary represents a brief description of each of the participating states' proposed activities including an evaluation of the current status of the activity.

Rating	Activity
Alabama	
A	1. Disseminate description of models to local systems
A	2. Utilize existing school setting for implementation of one of the models approved by the local administration
A	3. Implement new Ohio Vocational Interest Survey as pilot testing in schools
A	4. Orient colleagues to seminar accomplishments
A	5. Implement Model 2F - Use of Existing Vocational Program for Providing Exploratory Experiences in designated schools: a. E. J. Oliver High School, Fairfield, Alabama b. Interurban Heights Junior High School, Fairfield, Alabama
A	6. Implement Model 1B - Utilize Fulltime Counselor who Conducts and Coordinates an Exploratory Program for Grades 7 and 9 - at Andalusia High School in Andalusia, Alabama
Florida	
A	1. Discussion by Secondary Guidance Consultant of the models at the conference with County Guidance Coordinators
A	2. Summary report of the conference published in Pupil Personnel Quarterly

Rating	Activity
C	3. New approach to teaching-learning process implemented at Clearwater Comprehensive Junior High School, Clearwater, Florida for the following purposes: a. Reduce local drop-out rate by providing pre-vocational and academic experience b. Introduce students to world of work through pre-vocational exploratory areas
	4. Implement Model 3H - Develop a Model for an Entry Job Placement and Follow-through for a Single or Multiple System
B	a. Rickards High School, Tallahassee, Florida
B	b. Blountstown, Florida Schools
A	c. Charlotte County, Florida Schools
D	d. Manatee County, Florida Schools

Georgia

Rating	Activity
D	1. Implement two pilot programs of six-week units on vocational information at Grade level eight
A	2. Implement Model 2E - Work Experience for Development of Employment Skills - at four area Vocational-Technical Schools
A	3. Implement Model 2D - Work Experiences Program for Upper Junior High and Senior Schools - at Forsyth County High School, Cumming, Georgia
A	4. Implement Model 1A - Full Year Exploratory Course - for ninth graders at Rockdale County High School, Conyers, Georgia
A	5. Implement Model 1A - Full Year Exploratory Course - with consultants from the University of Georgia at Nash Junior High School and Marietta Vocational High School both at Marietta, Georgia
D	6. Implement program for "Likely to Become Drop-outs" at Clarke Junior High School, Athens, Georgia
A	7. Dissemination of seminar results to school counselors, industrial arts teachers, and vocational education teachers on a state-wide basis
A	8. Set up meeting for dissemination of seminar results with directors of counseling throughout the state

Kansas

Rating	Activity
	1. Dissemination of institute information
A	a. To appropriate educational and school administrators in the state
A	b. Through in-service workshops, seminars and institutes

Rating	Activity
B	2. Implementation of Model 2F - Use of Existing Vocational Program for Providing Exploratory Experiences
A	3. Incorporate Model 2F - Use of Existing Vocational Program for Providing Exploratory Experiences - information into agendas of meetings of experienced vocational teachers
Kentucky	
A	1. Implementation of Model 1A - Full Year Exploratory Course
A	2. Implementation of job placement for drop-outs and high school seniors and utilization of present program of a 70-minute "Vocational English" course once a week
Maine	
A	1. Conduct one-week seminar for thirty counselors, teachers, and industrial personnel representatives
A	2. Sponsor group counseling series in area high schools with direct focus on career decision problems
A	3. Distribution of conference procedings to a. Maine Personnel and Guidance Fall Meeting b. Maine Personnel and Guidance Newsletter c. Counselor Education Department at the University of Maine d. Executive Board of New England, Personnel and Guidance Conference e. Maine Educational Television Network (a film was made concerning vocational development and shown)
A	4. Implement Model 2E - Work Experience for Development of Employment Skills
New Jersey and Delaware	
A	1. Introduction of conference results to a. State Superintendent of Schools b. State Director of Vocational Education c. State Director of Secondary Education d. Local Superintendents
B	2. Assist with the implementation of several models in designated schools
D	3. Assist with the development of designated programs for funding

Rating		Activity
North Carolina		
A	1.	Implement Model 1A - Full Year Exploratory Course - at two high schools to be selected
B	2.	Follow-up of students through their educational preparation
A	3.	Revision of the present Introduction to Vocational Teachers Guide

Rating		First Year Activities
Ohio		
A	1.	Presentation of Model 1A - Full Year Exploratory Program for Junior High School - to Education colleagues for Critique
		a. Duplicated and distributed to all conference participants and speakers
		b. Dissemination of material at meeting of Ohio Association for Counselor Education and Supervision
		c. Reaction by selected group of teachers and administrators
A	2.	Refinement of model based upon reactions received
A	3.	Communication with other states
		a. Presented as program at American Vocational Association Convention, Dallas, Texas
		b. AVA presentation summarized as article in American Vocational Journal
		c. Presented to NDEA Institute for training Inner City Counselors
		d. Copies disseminated to other states upon request
A	4.	Identification of appropriate resources and materials for activities
		a. Selected resources and material tested under controlled evaluation procedures in suburban pilot school
		b. Inner City school used to identify school and community resources related to model
A	5.	Field Testing and evaluation of selected parts of model and materials
		a. Materials developed related to "Orientation to World of Work" program component of the model. Materials were related to Ohio Vocational Interest Survey (OVIS).
		b. Evaluation consisted of experimental and control group testing effectiveness of multi-media activities.
A	6.	Identification of pilot schools
		a. Two pilot schools, inner city and suburban, selected for field test school year 1968-69

Rating	First Year Activities
	b. Rural school selected for school year 1969-70
	7. Develop procedures
A	a. Development of evaluation guidelines
C	b. Development of evaluation procedures
B	8. Finalize plans for pilot programs
	a. Model to serve as framework of guidelines; state committee to develop program guidelines for approval of career development to be partially reimbursed by state and federal funds
	b. Implementation of second year approved programs along with first year pilot programs to be part of assessment and evaluation process in refining model in second year
A	9. Plan and conduct in-service program and activities
B	10. Ohio team members to attend follow-up conference
	a. National Career Development Institute in Vocational Education
	b. National Conference of Student Characteristics as Applied to Vocational Education
	c. National Conference on Programs of Career Development

Rating	Second Year Activities
A	1. Plan for dissemination of proposed model
B	2. Continuation along Program of Model implementation to cover a Three-Year Period

Rating	Activity
Oklahoma	
	1. Implement the following models in Lawton, Oklahoma:
A	a. Model 1A - Full Year Exploratory Course
C	b. Model 2F - Use of Existing Vocational Program for Providing Exploratory Experiences
C	c. Model 3G - Entry Job Placement and Followthrough for a Single School
A	2. Sponsor one-day workshops in Oklahoma City and Tulsa dealing with Model 1A - Full Year Exploratory Course
C	3. Encourage the Research Coordinating Unit of the Department of Education to disseminate information on the various models developed at the conference
Vermont	
A	1. Conduct a workshop at St. Michaels College to

Rating	Activity
	develop models patterned after Model 1A - Full Year Exploratory Course - and Model 2D - Work Experiences Program for Upper Junior High and Senior High Schools
A	2. Implement a one-year program on occupational orientation at the ninth grade level
C	3. Implement Model 3G - Entry Job Placement and Follow-through for a Single School
Wisconsin	
	1. Implementation of following models concerning job placement in listed schools:
D	a. Model 3I - Continuous Job Placement Program - in Milwaukee Public Schools
B	b. Model 3G - Entry Job Placement and Follow-through for a Single School - in Brillion Cooperative Vocational Educational School
A	c. Model 3H - Entry Job Placement and Follow-through for a Single School - at Cooperative Educational Service Agency No. 13, Waupun
	2. Implement following work experience models:
C	a. Model 2D - Work Experiences Program for Upper Senior High School Students
B	b. Model 2E - Work Experiences for Development of Employment Skills (a three year program)
	3. Implement following models in designated schools at the ninth grade level:
B	a. Model 1A - Full Year Exploratory Course - Franklin and Shawno Public High Schools
B	b. Model 1B - Fulltime Counselor who conducts and Coordinates an Exploratory Program in Grade Nine - Eau Claire and Spooner High Schools
	4. Implement following models concerning Vocational and Career Development:
C	a. Model 1C - Maximizing the Use of Industrial Arts in Career Development - Pulaski School System
C	b. Model 2F - Using Existing Vocational Education Program for Providing Exploratory Experiences - Union Grove High School

In summary state team participants identified 67 activities they planned to pursue as an outgrowth of the conference. A telephone survey revealed 41 accomplished activities, 21 activities currently in process, 19 activities being planned, and only five projected activities dropped. The results seem to indicate that the conference was successful in initiating activities performed by the participants.

SECTION V

APPENDIX

A. CONFERENCE TO DEVELOP OBJECTIVES AND MODELS FOR A CONTINUOUS EXPLORATORY PROGRAM RELATED TO THE WORLD OF WORK FROM JUNIOR HIGH THROUGH SENIOR HIGH

West Georgia College
Carrollton, Georgia 30117
August 18-23

OBJECTIVES:

1. To identify behavioral objectives expected of the student as a result of a systematic and sequential exploratory experience from junior high through senior high school, or at a student's point of departure from school.

2. To develop models applicable for both large city schools and rural schools in providing exploratory experiences at the junior high level, work experience programs at the upper junior high level and senior high level and entry job placement with emphasis on the culturally deprived youth.

3. To develop these models in such detail that they could be implemented by institute participants and others.

4. To enable representatives from each state represented in the institute to devise a plan for implementing and disseminating models in schools in their home states and further evaluate the effectiveness of this plan.

Sunday, August 18

1:00 - 3:00 P.M.	LUNCH--Recreation Room (Student Center)
2:00 - 4:00	Pre-planning meeting of resource and team leaders (MEETING ROOM 2 of Student Center)
2:00 - 6:00	REGISTRATION--Lobby of Student Center
6:30 - 8:00	DINNER--Recreation Room (Student Center)
8:00	OPENING SESSION--Meeting Room 2 & 3 (Student Center)

Presiding: Dr. Ray Cleere, Coordinator
Counseling Education
West Georgia College

Welcome: Dr. James Boyd, President
West Georgia College

Complete Questionnaire

Conference Over-view: Dr. Gene Bottoms
Associate State Director
Vocational Education
Georgia State Department of Education

Introduction of Speaker--Dr. Malcolm Flanagan
Counseling Education
West Georgia College

SPEAKER--Dr. Henry Borow
Professor of Psychological Studies
University of Minnesota

TOPIC: "The School As An Intervening Agent for Career Development From Junior High Through Senior High School"

MONDAY, August 19

7:00 - 8:15 A.M. BREAKFAST--Recreation Room (Student Center)

8:30 - 9:30 GENERAL SESSION--Meeting Room 2 & 3

Presiding: Dr. Norm Gysbers, Professor
University of Missouri

SPEAKER: Dr. Bernie Kaplan, Associate Director
Ancillary Services
Trenton, New Jersey

TOPIC: "Exploratory Programs at the Junior High Level--Objectives, Approaches, Activities and Resources"

9:30 - 12:00 GROUP WORK SESSIONS--Groups to concentrate on behavioral objectives

TEAM 1A "Full Year Exploratory Course"
Meeting Room 1 (Student Center)

TEAM 1B "Full-time Counselor Who Conducts and Coordinates An Exploratory Program In Grades 7-9
Meeting Room 2 (Student Center)

TEAM 1C "Maximizing The Use Of Industrial Arts In Career Development"
Meeting Room 3 (Student Center)

TEAM 2D "Work Experience Program for Upper Junior High and Senior High School"
Dining Room A (Student Center)

TEAM 2E "Work Experience For Development of Employment Skills"
Dining Room B (Student Center)

TEAM 2F "Use of Existing Vocational Program For Providing Exploratory Experiences"
Conference Room 2 (Student Center)

TEAM 3G "Develop A Model For Entry Job Placement and Follow Through For A Single School"
Conference Room 2 (Student Center)

TEAM 3H "Develop A Model For An Entry Job Placement Program For A Single Or Multiple System"
Conference Room 3 (Student Center)

TEAM 3I "Develop A Model For Continuous Job Placement Program"
Electic Room (Student Center)

12:00 - 1:30 P.M. LUNCH--Recreation Room (Student Center)

Presiding: Dr. David Pritchard
Voc. Guid. Specialist
U. S. Office of Education

SPEAKER: Dr. Harry Armstrong, Professor
Trade and Industrial Education
University of Georgia

TOPIC: "Work Experience Programs, Objectives, Approaches, Activities and Resoruces"

2:30 - 5:30 WORK SESSION
(Teams may wish to continue to work on behavioral Objectives)

5:00 - 5:30 Resource Leaders Meet With Respective Team Leaders

Group I----Exploratory Experiences for Junior High School Students (Conference Room 1)

Group II----Work Experience Program for Upper Junior, Senior High Students (Conference Room 2)

Group III---Entry Job Placement Programs (Conference Room 3)

6:15 - 7:30 SOCIAL HOUR--HOLIDAY INN
(Shuttle Service begins at 6:00)

7:30 DINNER & GENERAL SESSION--Holiday Inn

Presiding: Dr. Norm Gysbers

SPEAKER: Dr. Gene Bottoms, Assoc. State Director
Vocational Education
State Department of Education

TUESDAY, August 20

7:00 - 8:15 A.M. BREAKFAST--Recreation Room (Student Center)

7:15 Breakfast Meeting of Conference co-ordinator with Resource Leaders and Team Leaders in Dining Room A.

8:30 - 9:30 GENERAL SESSION (Meeting Room 2 & 3)

Presiding: Dr. Curtis Phipps, Professor
University of Kentucky

SPEAKER: Dr. Kenneth Hoyt, Professor
University of Iowa

TOPIC: "Role, Functions, and Approach for Guidance in Career Development of Youth from Junior High through Senior High"

9:30 - 12:00 GROUP WORK SESSION
(Teams meet in same location as before--teams should be ready to start development of their model)

12:00 -1:30 P.M. LUNCH--Recreation Room

1:30 - 2:30 GENERAL SESSION (Meeting Room 2 & 3)

Presiding: Dr. Joe Clary
Research Coordinating Unit
North Carolina State University

SPEAKER: Carl Lamar, Assistant Superintendent
Vocational Education
Kentucky State Department of Education

TOPIC: "Role, Function, and Approaches for Vocational Education in Career Development of Youth From Junior High School Through Senior High School"

2:30 - 5:00 WORK SESSIONS (Same Locations)

5:00 - 5:30 Meeting of team leaders and resource leaders to review progress and make appropriate adjustment (location arranged by resource leaders)

6:30 - 8:00	DINNER--Recreation Room (Student Center)
8:00 - 9:30	Meetings of state team (location to be announced) participants from each state will be organized into a state committee during the institute. Each state committee will be requested to formulate a plan for implementing certain models developed in the institute in the committee's home state. Committee reports will be prepared by each committee and sent to the respective State Director of Vocational Education in the committee's home state.

WEDNESDAY. August 21

7:00 - 8:15 A.M.	BREAKFAST--Recreation Room (Student Center)	
7:15	Conference Co-ordinator, Resource Leaders, and Team Leaders in Dining Room A	
8:30 - 9:30	GENERAL SESSION (Meeting Room 2 & 3)	
	Presiding:	Dr. Lee Paulk, Counseling Education West Georgia College
	SPEAKER:	Dr. Raymond Payne, Professor University of Georgia
	TOPIC:	"Characteristics of Different Sub-populations That Make Up The School; With Implications For Working With Each"
9:30- 12:00	TEAM WORK SESSIONS (Same Locations)	
12:00 - 1:30	LUNCH--Recreation Room	
1:30 - 5:00	TEAM SESSIONS (Same Locations)	
5:00 - 5:30	Meeting of team leaders and resource leaders (Location arranged by Resource Leaders)	
6:30 - 8:00	DINNER--Recreation Room (Student Center)	

Thursday, August 22

7:00 - 8:15 A.M.	BREAKFAST--Recreation Room (Student Center)	
7:15	Breakfast Meeting of Conference Co-ordiantor Resource Leaders and Team Leaders (Dining Room A)	
8:30 - 9:30	GENERAL SESSION (Meeting Room 2 & 3)	
	Presiding:	Bob Todd, Vocational Education Georgia State Department of Education

TOPIC: Team Progress Report (from the nine teams)

9:30 - 12:00 TEAM WORK SESSIONS (Same Location)

12:00 - 1:30 LUNCH--Recreation Room

1:30 - 2:30 GENERAL SESSION (Meeting Room 2 & 3)

Presiding: Dr. Ken Eaddy
Research Coordinating Unit
Florida State Department of Education

TOPIC: State Progress Reports

2:30 - 5:00 TEAM WORK SESSIONS (Same Locations)

5:00 Meeting of Team Leaders and Resource Leaders

6:15 - 7:30 SOCIAL HOUR--HOLIDAY INN
(Shuttle Service begins at 6:00)

7:30 DINNER & GENERAL SESSION--Holiday Inn

Friday, August 23

8:30 - 10:00 Team Work Session to Finalize the Model (Same Location)

10:30 - 12:00 FINAL GENERAL SESSION (Meeting Room 2 & 3)

Presiding: Dr. Gene Bottoms
Associate State Director
Vocational Education
Georgia State Department of Education

TOPIC: Conference Evaluation

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C. SUMMARY OF PARTICIPANTS RESPONSE TO CONFERENCE EVALUATION QUESTIONNAIRE

	IN REGARD TO THIS CONFERENCE I FEEL THAT:	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	The purposes of this conference were clear to me.	29	30		1	
2.	The purposes of this conference were the same as mine.	23	32	3	2	
3.	I didn't learn anything new.		1	1	18	39
4.	The material presented by the speakers was valuable to me.	20	33	5		2
5.	I could have learned as much by reading a book.		1	2	21	35
6.	I have gained insight into a partial solution to a problem.	24	33	2		
7.	The speakers were well prepared.	20	33	3	3	
8.	The speakers knew their subject.	18	26	2	2	
9.	The team leaders were well prepared.	17	33	5	1	
10.	We related theory to practice.	10	42	5		
11.	The group work was not beneficial.				19	39
12.	The model developed by the different teams will be of little value to me.		1	5	26	25
13.	The sessions followed a logical pattern.	18	[illegible]	1	1	
14.	The schedule was too fixed.	1	7	7	37	5
15.	The conference was too structured.	1	7	4	36	10
16.	I had an opportunity to express my ideas.	32	26			

D. Supplementary Bibliography

This additional bibliography is provided by the conference coordinators in order to clarify selected entries made by the various authors of this report.

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